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ABSTRACT

The French as a Second Language model tests for beginning levels 1, 2, and 3 were designed to evaluate students' language performance, as outlined in the program of studies for Alberta, Canada, in listening and reading comprehension and oral and written production, communication skills, culture, language and general language knowledge. The tests are offered as suggestions and may be adapted to local needs. Each test has an organizing theme for integration of skill areas (e.g., the school year) and within it, explores a number of fields of experience (e.g., school, weather, people, animals, holidays and celebrations). The first three sections of the guide are test administration manuals that detail the test plan, directions for its use, an annotated test, oral text transcripts, a correction guide, and an analysis of results and a table of specifications indexed to the program of studies, the relevant portion of which is also outlined. The subsequent three sections contain blackline masters for the tests themselves. A worksheet for developing test items is also included. Narratives are provided in both English and French. (MSE)

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# *FRANÇAIS LANGUE SECONDE*
# *FRENCH AS A SECOND LANGUAGE*

ED 394 290

## *TROUSSE D'ÉVALUATION*

**TESTS MODÈLES POUR LE :**

**NIVEAU DÉBUTANT 1**
**NIVEAU DÉBUTANT 2**
**NIVEAU DÉBUTANT 3**

**DES ÉCOLES ÉLÉMENTAIRES**

## *EVALUATION RESOURCE PACKAGE*

**MODEL TESTS FOR:**

**BEGINNING LEVEL 1**
**BEGINNING LEVEL 2**
**BEGINNING LEVEL 3**

**IN ELEMENTARY SCHOOLS**

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*FRENCH AS A SECOND LANGUAGE*

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**ALBERTA EDUCATION**
**1995**

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## AVANT-PROPOS

Ces tests modèles de français langue seconde (niveaux **Débutant 1, 2** et **3**) ont été conçus pour mesurer la performance langagière des élèves selon les attentes du programme d'études. Ils sont basés sur les domaines d'expérience propres aux niveaux visés et les critères de performance découlent directement des attentes du *Programme d'études de français langue seconde, niveau Débutant. De la maternelle à la 12e année,* (1991).

### Clientèle du test (Population cible)

Les tests proposés ici ont été conçus pour les élèves des écoles élémentaires qui ont terminé le niveau Débutant 1, le niveau Débutant 2 ou le niveau Débutant 3. Pour évaluer les attentes spécifiques des autres sous-niveaux, il faut se référer aux tests suivants :

| Niveau scolaire | Titre du test | Niveau(x) de compétence langagière visé(s) |
|---|---|---|
| **Élémentaire** | | |
| 4e - 6e année | Débutant 1* | Débutant 1 |
| 9 - 12 ans | Débutant 2* | Débutant 2 |
| | Débutant 3* | Débutant 3 |
| **Secondaire 1er cycle** | | |
| 7e - 9e année | Intermédiaire 4 | Intermédiaire 4 |
| 12 - 15 ans | Intermédiaire 5 | Intermédiaire 5 |
| | Intermédiaire 6 | Intermédiaire 6 |
| **Secondaire 2e cycle** | | |
| 10e - 12e année | French 20 | Intermédiaire 4/5 |
| 15 - 18 ans | French 30 | Intermédiaire 5/6 |
| | French 31a | Avancé 7 |
| | French 31b | Avancé 8 |
| | French 31c | Avancé 9 |

*Indique que ces tests font partie de cette trousse d'évaluation.

## PREFACE

These French as a Second Language (FSL) model tests (**Beginning Levels 1, 2** and **3**) were designed to evaluate students' language performance as outlined in the learner expectations of the program of studies. They focus on the specific fields of experience of these levels, with the performance criteria being derived directly from the learner expectations stated in the *French as a Second Language: Program of Studies. Beginning Level. Early Childhood Services - Grade 12* (1991).

### Test Clientele (Target Population)

These particular tests have been designed for elementary school students who have finished the Beginning Level 1, Beginning Level 2 or Beginning Level 3. To evaluate the learner expectations specific to the other sublevels, please refer to the following tests:

| School Level | Test Title | Language Competency Level(s) Tested |
|---|---|---|
| **Elementary** | | |
| Grades 4 - 6 | Beginning 1* | Beginning 1 |
| 9 - 12 years | Beginning 2* | Beginning 2 |
| | Beginning 3* | Beginning 3 |
| **Junior High** | | |
| Grades 7 - 9 | Intermediate 4 | Intermediate 4 |
| 12 - 15 years | Intermediate 5 | Intermediate 5 |
| | Intermediate 6 | Intermediate 6 |
| **Senior High** | | |
| Grades 10 - 12 | French 20 | Intermediate 4/5 |
| 15 - 18 years | French 30 | Intermediate 5/6 |
| | French 31a | Advanced 7 |
| | French 31b | Advanced 8 |
| | French 31c | Advanced 9 |

*Indicates that these tests are part of this particular evaluation resource package.

## INTRODUCTION

Cette trousse d'évaluation comprend trois tests modèles dont un pour chacun des niveaux **Débutant 1, 2 et 3**. Ces tests modèles sont conçus pour aider l'enseignant à évaluer holistiquement la performance langagière des élèves selon une méthodologie expérientielle et communicative. Ils permettent d'obtenir un échantillon de performance de chaque habileté langagière dans les domaines d'expérience prescrits au programme d'études. Les résultats obtenus peuvent aider à dresser le profil de la compétence langagière des élèves.

Ces tests sont offerts à titre d'exemples et peuvent être adaptés pour mieux répondre aux besoins locaux. Cependant, toute adaptation doit tenir compte de l'équilibre des tests. C'est l'accent mis sur les habiletés langagières (compréhension orale/écrite, production orale/écrite) et sur l'intégration des quatre composantes du programme d'études (expérience/communication, culture, langue, formation langagière générale) qui assure l'équilibre de ces tests.

Ces tests peuvent servir d'évaluation sommative pour aider à confirmer que les élèves ont atteint les attentes du niveau. Ces tests à eux seuls peuvent difficilement évaluer toutes les connaissances acquises et les habiletés développées; il est donc recommandé de les utiliser comme composantes d'un système d'évaluation plus élaboré. Par exemple, un tel système pourrait aussi contenir un portfolio, un projet ou les résultats d'une entrevue. Ce système d'évaluation devrait toutefois respecter la politique d'évaluation en place au niveau local.

Chaque test est élaboré à partir d'un **thème organisateur** qui relie de façon cohérente les domaines d'expérience prescrits au programme d'études.

## INTRODUCTION

This evaluation package contains three model tests, one for each of **Beginning Levels 1, 2 and 3**. These model tests were designed to assist in an holistic evaluation of students' language performance based on an experiential/communicative approach. These tests allow teachers to obtain a sampling of a student's performance in each language skill in the prescribed fields of experience of the program of studies. These results can assist teachers in profiling their students' language proficiency.

These tests are offered as suggestions and may be adapted to correspond to particular local needs, providing that any adaptations made fully respect the balance of the tests. This balance is attained by ensuring that the emphasis on the four language skills (listening and reading comprehension, and oral and written production) is maintained, in addition to the integration of the four components of the Program of Studies (experience/communication, culture, language and general language education).

As summative evaluation instruments, each test can assist in confirming that the students have met the performance standard for the level. Since no one test can thoroughly assess all the knowledge acquired and the skills which were developed, it is recommended that these tests be considered as one component within an elaborate evaluation scheme. For example, such an evaluation scheme could contain such elements as a portfolio, a project or the results of an interview in addition to the test examples provided. This evaluation scheme, however, should respect local evaluation policy.

The conception of each test begins by the identification of an **organizing theme** which allows for the integration, in a coherent fashion, of the fields of experience prescribed in the program of studies.

Une fois le thème identifié, le test est amorcé par un **contexte général** qui a pour but d'encadrer la pensée des élèves et de les préparer à vivre les différentes expériences présentées dans le test. Le contexte général sert aussi à présenter des idées qui lient les cinq items du test.

Chaque item est par la suite développé en incorporant les éléments suivants : le(s) domaine(s) d'expérience, la performance évaluée, l'expérience, la situation/le contexte, la tâche communicative, les directives, les critères d'évaluation et la pondération (points attribués).

Les **domaines d'expérience** proviennent de la composante expérientielle du *Programme d'études de français langue seconde, niveau Débutant. De la maternelle à la 12e année*, (1991). De ces domaines découlent les expériences langagières à exploiter.

La **performance évaluée** précise quelles attentes (habiletés langagières/composantes) du programme d'études sont visées par l'expérience langagière présentée dans l'item. Chaque item sollicite un échantillonnage représentatif des attentes des niveaux **Débutant 1**, **Débutant 2** ou **Débutant 3**.

L'**expérience** se rattache à un aspect général du vécu des élèves par rapport à un ou plusieurs domaine(s) d'expérience du programme. Elle dicte le contenu langagier à exploiter.

La **situation/le contexte** précisent les éléments de l'expérience tels que «qui», «quoi», «quand», «comment», «où» et «pourquoi». Ces renseignements sont nécessaires pour que l'élève accomplisse bien la tâche demandée. Ils permettent à l'élève de se référer à son vécu pour réaliser une tâche en français.

Once the theme has been identified, the test begins by providing a **general context**. The purpose of the general context is to structure students' thoughts and prepare them to participate fully in the different experiences presented in the test. The general context also serves as a mechanism for tying the five test items together.

The development of each test item consists of the incorporation of the following elements: field(s) of experience, performance evaluated, experience, situation/context, communicative task, instructions, evaluation criteria and weightings for the item (marks).

The **fields of experience** appearing in these tests come from the experiential component of the *French as a Second Language: Program of Studies. Beginning Level. Early Childhood Services - Grade 12* (1991). The fields of experience provide the experience from which the language content is derived.

The **performance evaluated** defines in precise terms which learner expectations (language skills/components) from the program of studies are the focus of the language experience presented in the item. The item, then, provides a sample of the specific learner expectations being evaluated from **Beginning Level 1**, **Beginning Level 2** or **Beginning Level 3**.

The **experience** is linked to general aspects of a student's everyday life, respecting one or several fields of experience of the program of studies. The experience will dictate what language content will be used.

The **situation/context** specifies elements, such as "who", "what", "where", "when", "why" and "how", which give the students sufficient background information needed to participate in the language experience and to be able to carry out the communicative task. This information also allows students to use real-life experiences to complete a task in French.

La **tâche communicative** précise l'habileté langagière utilisée (c'est-à-dire écouter, lire, parler, écrire) et spécifie la raison pour laquelle on utilise cette habileté.

Les **directives** indiquent de façon simple, concise et précise comment réaliser la tâche communicative.

La **pondération** indique la note accordée aux éléments requis pour accomplir la tâche.

Finalement, les **critères**, qui sont des énoncés descriptifs utilisés pour porter un jugement sur la qualité de la performance langagière des élèves, et le **guide de correction** se retrouvent après la version annotée du test. L'enseignant peut, s'il le désire, fournir aux élèves l'échelle des critères d'évaluation pour les items de production orale/écrite.

En terminant, il faut souligner que ces tests sont conçus pour obtenir des échantillons de la performance langagière des élèves et servent à des fins évaluatives ou diagnostiques et non pour évaluer la compétence des enseignants.

**Note :** Pour obtenir d'autres renseignements, veuillez consulter les documents : *Français langue seconde — Programme d'études — Niveau Débutant — De la maternelle à la 12e année* (1991); *Français langue seconde — Guide d'évaluation des élèves — De la maternelle à la 12e année* (1991) et *Français langue seconde — Guide d'enseignement — De la maternelle à la 12e année* (1992).

The **communicative task** clarifies the language skill used to carry out the task (i.e., listening/reading comprehension, oral/written production) and specifies the reason for using that particular language skill.

The **instructions** state, in simple, precise and concise terms, how to carry out the communicative task.

The **weighting** indicates the manner in which marks are awarded to the elements required to complete the task.

Finally, the **criteria**, which are descriptors used to judge the quality of the students' language performance, and the **correction guide** are found after the annotated version of the test. If desired, teachers can provide students with the scaled criteria (rubrics) for the oral/written production items.

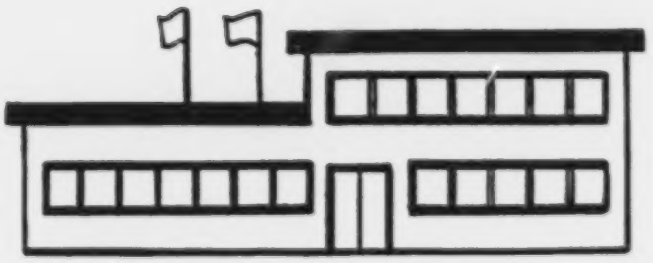
In conclusion, it should be noted, that these tests have been designed to obtain samples of students' language performance for evaluative or diagnostic purposes and not to monitor teachers' performance.

**Note:** To obtain further information, please refer to the documents: *French as a Second Language: Program of Studies. Beginning Level. Early Childhood Services to Grade 12* (1991); *French as a Second Language: Student Evaluation Guide - Early Childhood Services to Grade 12* (1991) and *French as a Second Language: Teacher Resource Manual - Early Childhood Services to Grade 12* (1991).

# GUIDE D'ADMINISTRATION POUR LE TEST MODÈLE DU NIVEAU DÉBUTANT 1

# ADMINISTRATION GUIDE FOR THE BEGINNING LEVEL 1 MODEL TEST

***«L'année scolaire/The School Year»***



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## PLAN DU TEST MODÈLE POUR LE NIVEAU DÉBUTANT 1

**«L'année scolaire/The School Year»**

| DOMAINES D'EXPÉRIENCE | *L'école* | *La météo* | *Les personnes autour de nous/ L'école* | *Les animaux* | *Les fêtes et les célébrations* |
|---|---|---|---|---|---|
| **TÂCHE COMMUNICATIVE** | Écouter la lecture du contenu d'une trousse d'élève afin de cocher les objets obligatoires et la quantité requise sur un bon de commande.<br>**C.O.** | Écouter un bulletin de météo afin de préparer le tableau météorologique de la salle de classe.<br>**C.O.** | Donner le nom de plusieurs personnes et dire quelque chose à leur sujet afin de permettre à quelqu'un d'autre de les identifier.<br>**P.O.** | Faire la description de son animal préféré pour qu'on le choisisse comme mascotte de l'école.<br>**P.O.** | Écouter des directives afin de placer des décorations aux bons endroits sur un plan de salle de classe.<br>**C.O.** |
| **COMPOSANTES DIRECTEMENT ÉVALUÉES** | • Communication<br>• Formation langagière générale | • Communication<br>• Formation langagière générale | • Communication<br>• Culture<br>• Langue<br>• Formation langagière générale | • Communication<br>• Langue<br>• Formation langagière générale | • Communication<br>• Formation langagière générale |
| **COMPOSANTE(S) PRÉSENTE(S) ET NON ÉVALUÉE(S)** | • Langue | • Culture<br>• Langue | | | • Culture<br>• Langue |



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## BEGINNING LEVEL 1 TEST PLAN

**«L'année scolaire/The School Year»**

| FIELDS OF EXPERIENCE | *School* | *Weather* | *People around Us/School* | *Animals* | *Holidays and Celebrations* |
|---|---|---|---|---|---|
| **COMMUNICATIVE TASK** | Listening to the reading of a school supplies list in order to check off the required items and indicate on the order form how many of each are needed.<br>**L.C.** | Listening to a weather report in order to prepare the classroom's weather bulletin board.<br>**L.C.** | Giving the names of different people and saying something about them in order to tell someone else who they are.<br>**O.P.** | Describing orally one's favourite animal so that it can be chosen as the school's mascot.<br>**O.P.** | Listening to instructions in order to place decorations in their appropriate place on a classroom plan.<br>**L.C.** |
| **COMPONENTS DIRECTLY EVALUATED** | • Communication<br>• General Language Education | • Communication<br>• General Language Education | • Communication<br>• Culture<br>• Language<br>• General Language Education | • Communication<br>• Language<br>• General Language Education | • Communication<br>• General Language Education |
| **COMPONENT(S) PRESENT BUT NOT EVALUATED** | • Language | • Culture<br>• Language | | | • Culture<br>• Language |





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## NOTES EXPLICATIVES

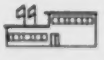
### Information générale

Pour bien utiliser ce test, il est important de se familiariser avec les cinq items qui le composent pour en connaître le contenu, la performance visée et les critères d'évaluation suggérés.

Le test peut être administré en une ou plusieurs session(s). Par exemple, on peut échelonner les items sur une période d'une semaine ou administrer le test en entier en une seule session d'environ une heure et demie.

Cependant, cette période de temps ne couvre pas le temps dont l'évaluateur aura besoin pour administrer les items de production orale à tous les élèves. Ce temps dépendra du nombre d'élèves, des raisons pour lesquelles ils passent le test, et des conditions dans lesquelles le test sera administré. Par exemple, a-t-on accès à plusieurs magnétophones, ce qui permet à plusieurs élèves de passer le test en même temps, ou a-t-on accès seulement à un magnétophone que les élèves doivent utiliser à tour de rôle? On doit répondre à ces questions avant d'administrer le test.

Ce test présente deux items de compréhension orale au début (N$^{os}$ 1 et 2*), suivis de deux items de production orale (N$^{os}$ 3 et 4*) et un troisième item de compréhension orale (N$^{o}$ 5*) à la fin. Cet ordre peut toutefois être changé selon les besoins, mais certaines adaptations seront nécessaires. On doit disposer d'un magnétophone pour les items de compréhension orale (N$^{os}$ 1, 2 et 5*). Les textes oraux pour les tests Débutant 1, 2 et 3 sont enregistrés sur une cassette. L'enseignant peut, s'il le désire, reproduire sur une autre cassette les textes nécessaires pour administrer ce test. On a aussi besoin d'un magnétophone et de cassettes vierges pour l'item de production orale (N$^{o}$ 4*).

*Dans ce test, les items sont identifiés de cette façon : 

## DIRECTIONS FOR USE

### General Information

In order to use this test as intended, it is important that you read through the entire test so as to become familiar with the test items, the performance required and the suggested evaluation criteria used for each test item.

The test can be administered as separate items or it can be given all at once. For example, each test item could be given one at a time in the course of a week or the students could be given the entire test to be completed over the period of approximately one and a half hours.

This time frame, however, does not include the amount of time required by the evaluator to administer the oral production items to all the students. This amount of time will depend on the number of students taking the test, the reason for which they are taking it and the conditions under which it will be administered. For example, will the students have access to a number of tape recorders where they will be able to take the test at the same time or will they only have access to one tape recorder where they will have to tape their messages one at a time? These questions will need to be addressed before administering the test.

This test presents two oral comprehension items at the beginning of the test (Nos. 1 and 2*), followed by two oral production items (Nos. 3 and 4*) and a final oral comprehension item (No. 5*). This order can be changed in order to facilitate the administration of the test, but adaptations will need to be made. A cassette player is required for the oral comprehension items (Nos. 1, 2 and 5*). The audio texts for the Beginning Levels 1, 2, and 3 tests are only available on one cassette. Therefore, you may want to make a copy of the audio texts required for this test. A cassette player and blank tapes are also needed for the oral production item (No. 4*).

*In this test, the items are identified in this fashion:

Il est à noter que les renseignements destinés à l'élève suivent le symbole et ceux destinés à l'enseignant sont inscrits sur un papier bloc-notes . À titre d'information, le temps approximatif alloué à chaque item est indiqué près du symbole .

Afin de faciliter la correction du test, un guide et des grilles de correction sont disponibles. Il existe aussi une grille permettant de dresser clairement le profil de la compétence langagière de l'élève. Cette grille facilite la tâche de communiquer les résultats obtenus à cet élève ou à ses parents.

Bien que les composantes culture et langue fassent partie intégrante de chaque item, il est souvent difficile d'évaluer directement/explicitement ces composantes sans perdre l'authenticité de la tâche demandée. C'est pourquoi, dans ce test, ces composantes seront quelquefois évaluées directement et quelquefois subsumées sous les autres composantes.

Le test annoté contient toute l'information nécessaire pour aider l'évaluateur à administrer le test. Le test de l'élève contient seulement l'information destinée à l'élève soit : la situation/le contexte, la tâche communicative, les directives, les critères d'évaluation et la pondération. Le test de l'élève est disponible sous forme de feuilles reproductibles. L'enseignant peut en faire autant de copies qu'il le désire.

**Suggestions pour amorcer le test**

Un aspect très important de ce genre de test est la «contextualisation» des items. On doit donc donner l'occasion aux élèves de se familiariser avec la structure du test. Il faut alors réserver un peu de temps avant de commencer le test pour donner l'occasion aux élèves de se familiariser avec le test et sa présentation. En prenant ce temps au début, on aidera les élèves à vivre une meilleure expérience en situation d'évaluation.

Please note that information which is intended for the student is indicated by the hand symbol ( ) and information for the teacher is written on a pinned note (  ). For information purposes an approximate time has been allocated to each test item and is indicated by the watch symbol (  ).

A correction guide and grids are available to facilitate the marking of the test. A grid for writing up the student's proficiency profile is also available in order to facilitate the sharing of results with the student or his/her parents.

Please note that the culture and language components are present in every test item; however, it is often difficult to evaluate directly/explicitly these particular components without losing authenticity. Therefore, in some cases a particular component will be evaluated directly and in other cases it will be subsumed under other components.

Also note that the annotated test provides all the necessary information to assist the evaluator in administering the test. The student's test contains only the information that is pertinent to the student, i.e., the situation/context, the communicative task, the instructions, the evaluation criteria and the marks awarded to each part of the test item. The student's test is available as blackline masters so that teachers can make as many copies as needed.

**Suggestions for Beginning the Test**

An important part of this type of test is the "contextualization" of the items. Therefore, students will need to be given an opportunity to understand how this test has been designed. Time needs to be taken before starting the test in order to provide students with the opportunity to become comfortable with the test-taking situation and the format of the test. Taking time at the beginning will ensure that the students will have a more enjoyable testing experience.

Voici quelques suggestions pour amorcer le test :

Premièrement, décider quand et comment on va expliquer la façon de procéder et l'organisation du test.

Prendre un peu de temps la veille de l'administration du premier item pour :

- expliquer la structure du test (voir «Let's Get Ready for the Test»).
- lire à haute voix le titre et le contexte général du test aux élèves (voir «Let's Continue»).
- faire un remue-méninges à partir des réactions des élèves face au titre et au contexte général, en posant des questions telles que :
  - qu'est-ce que ce titre et ce contexte général te suggèrent?
  - quelle sorte d'activités est-ce que tu fais à l'école pendant l'année scolaire?
  - est-ce qu'il y a des activités spéciales à l'école tous les mois de l'année scolaire?
  - est-ce que tu as des activités préférées à l'école?
  - quelles sont tes activités préférées à l'école?, etc.
  - quelle sorte d'activités est-ce que tu penses retrouver dans un test comme celui-ci?
- expliquer la raison d'être des listes de contrôle qui suivent les items de production orale et la façon de s'en servir (N^os^ 3 et 4).
- indiquer aux élèves ce qu'ils doivent apporter pour passer le test :
  - crayons, stylos, gomme à effacer (N^os^ 1, 2, 3 et 4)
  - colle et ciseaux (N^os^ 2 et 5)
  - un crayon rouge (N^o^ 2) et un crayon bleu (N^o^ 5).

**Autres suggestions**

- Si on veut économiser le papier, on pourrait faire des transparents des deux premières pages pour amorcer le test et d'autres transparents des directives pour chaque item. Ces transparents devraient être projetés pour la durée de l'administration de chaque item.

Here are some suggestions for beginning the test:

Decide how and when you will introduce the testing procedures and the organization of the test.

Take some time the day before administering the first item to:

- explain how the test is organized (refer to "Let's Get Ready for the Test").
- read aloud the title and the general context of the test to the students (refer to "Let's Continue").
- brainstorm students' reactions to the title and general context by asking questions such as:
  - what does this title and general context mean to you?
  - what kinds of things do you do at school during the school year?
  - are there special school activities that take place each month of the school year?
  - do you have favourite school activities?
  - what are your favorite school activities?, etc.
  - what sort of school activities do you think you might find in this test?
- explain the purpose and the use of checklists for the oral production items (Nos. 3 and 4).
- indicate what materials the students will need to take this test:
  - pencils or pens, eraser (Nos. 1, 2, 3 and 4),
  - glue and scissors (Nos. 2 and 5),
  - red (No. 2) and blue (No. 5) pencil crayons.

**Other Suggestions**

- If paper is a problem, you can make transparencies of the first two pages to introduce the test and of the instruction pages for each item. These transparencies will need to remain on the overhead for the duration of each item.

- Toutes les directives sont enregistrées sur la cassette. À vous le choix de les utiliser ou de ne pas les utiliser.
  - Puisque toutes les directives sont enregistrées, les élèves qui étaient absents le jour du test pourraient avoir accès aux directives pour les items qu'ils ont manqués. On pourrait faire une copie des directives dont chaque élève a besoin pour qu'il puisse passer le test sans l'aide de l'enseignant.

- La version française du contexte général qui se trouve ci-dessous pourrait remplacer ou être utilisée avec la version anglaise.

- All the instructions are available on tape. You may choose to use or not to use them.
  - Since all the instructions are available on tape, students who were absent the day of the test can have access to individual parts of the test. A copy can be made of the parts each student missed so that s/he can do the test without the teacher's assistance.

- The French version of the "contexte général" found below can be used instead of or with the English version if desired.

### CONTEXTE GÉNÉRAL

Nous sommes au début d'une nouvelle année scolaire et tu as hâte de rentrer à l'école pour revoir tes amis et tes professeurs. Tu sais aussi que tu vas rencontrer de nouvelles personnes et participer à toutes sortes de nouvelles activités, quelques-unes faciles et d'autres plus difficiles.

Dans ce test, on te présente cinq situations qui arrivent pendant l'année scolaire. Vas-y, amuse-toi avec ces activités!

Commence ton année à la page Déb1-3.

# TEST ANNOTÉ — NIVEAU DÉBUTANT 1

# BEGINNING LEVEL 1 —ANNOTATED TEST

## LET'S GET READY FOR THE TEST

NOTE:

Avant d'amorcer ce test, voir les idées et les suggestions données pour cette étape dans les «Notes explicatives» au début du guide d'administration.

This test is made up of a general context and five test items. The test starts off with a general context which is like the beginning of a story. You will become the main character in this story and you will experience five different situations. These five situations are all related to the general context and they continue the story presented in the general context. These situations are called the "**Situation/Context**". It is very important that you read each **situation/context** carefully, because each one provides you with information you will need to do the test item. The way you handle these situations will show what you can do in French.

To help you see quickly what you will be doing in each situation, the following symbols are used:

listening

speaking

A watch at the top of the page will tell you about how much time you have to do the test item.

The hand symbol is used to remind you about something important.

When you see these symbols, you will know that you will be using scissors and glue.

Please turn to the next page.

## LET'S CONTINUE

**INSTRUCTIONS:**

- Read the title of this test and the general context. For a few seconds, think about what this might mean to you as the main character of this story.

**«L'année scolaire/The School Year»**

**GENERAL CONTEXT:**

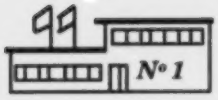
NOTE :

Voir les «Notes explicatives» pour la version française de ce contexte général.

A new school year is just beginning. You are eager to go back to school and see your friends and teachers. You also know that you will be meeting new people and participating in all kinds of different activities, some easy and some more challenging.

In this test, you are going to be presented with five different situations which occur during the school year. Go ahead and have fun with these activities!

Begin your new school year on page Déb1-3 .




10 minutes

**FIELD OF EXPERIENCE:** School

**PERFORMANCE EVALUATED:** Students will demonstrate their ability:

- to understand simple, concrete ideas contained in a school supplies list (comm.),
- to associate the message with an illustration (g.l.e.), and
- to select the appropriate items as they are mentioned (g.l.e.).

**EXPERIENCE:** Selecting necessary school items.

**SITUATION/CONTEXT:** This year the parents' committee has decided to sell school supplies for a reasonable price at your school. Every student in the school is given an order form to take home. Your parents have already purchased some items during the summer. Now, to complete your supply list, they ask you first of all to check off the supplies you still need. Next, they ask you to jot down how many of each item you will need to buy at the school store tomorrow.

**COMMUNICATIVE TASK:** Listening to the reading of a school supplies list in order to check off the required items and indicate on the order form how many of each are needed.

**INSTRUCTIONS:**

*You are not expected to understand each and every word you hear, only the key words or phrases needed to help you do the test item.*

1. Look at the school supplies on the order form.
2. Listen to the person reading the list. You will hear the list twice.
3. Check off (√) each item you need and indicate in the box how many you need to buy.
4. The first item on the list is already done for you as an example.

**HOW YOU WILL BE EVALUATED:**

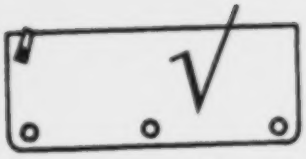
1 point for each item correctly identified
1 point for each correct amount given
2 points for correctly associating the the message with at least four illustrations
2 points for correctly selecting at least four of the items mentioned

**Total for the Item: /20**

N° 1

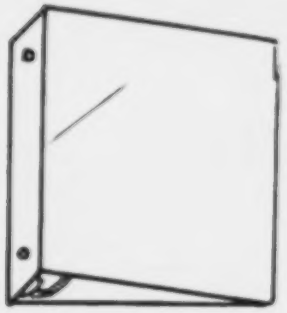
## School Supplies Available at the School Store

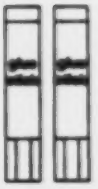
**Nom :** _____

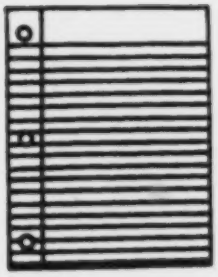


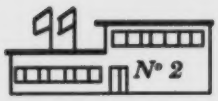
*(Exemple)*

1










10 minutes

**FIELD OF EXPERIENCE:** Weather

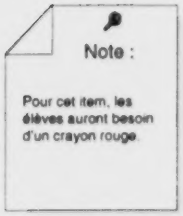
**PERFORMANCE EVALUATED:** Students will demonstrate their ability:

- to understand simple concrete ideas relating to a weather report (comm.),
- to associate the message with an illustration (g.l.e.), and
- to select the appropriate symbols mentioned so as to be able to complete the task (g.l.e.).

**EXPERIENCE:** Listening to a weather report.

**SITUATION/CONTEXT:** Each day a different student is responsible for listening to the weather report before coming to school. When the student gets to school, he or she chooses the weather symbols to put on the weather bulletin board and colours the thermometer to show the maximum temperature for the day. Today it's your turn to prepare the bulletin board.

**COMMUNICATIVE TASK:** Listening to a weather report in order to prepare the classroom's weather bulletin board.




**INSTRUCTIONS:**

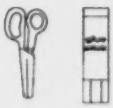
1. Look at the weather bulletin board and the weather symbols.

2. Listen to the first weather report. (You are responsible for finding out what the weather will be for the morning (1) and the afternoon (2).)
   - In the boxes below the weather symbols, check off (√) the symbols which best correspond to the message.
   - Jot down the temperature in the box provided.

3. Next, cut out the weather symbols like the ones you have checked off and paste them on the weather bulletin board.

4. With a **red crayon**, colour the thermometer to show today's temperature.

*You are not expected to understand each and every word you hear, only the key words or phrases needed to help you do the test item.*



cont'd . . .

5. Listen to the second weather report given half an hour later to make sure you have all the information you need.

**How You Will Be Evaluated:**

| | |
|---|---|
| 2 points for each idea correctly understood | /8 |
| 4 points for correctly completing the weather bulletin board | /4 |
| **Total for the Item:** | **/12** |

N° 2

## La Météo d'aujourd'hui




| | Symbole | | | | | | | Température |
|---|---|---|---|---|---|---|---|---|
| | ✓ | | | | | | | °C |
| | ✓ | | | | | | | ____ |

Total for the Item: /12



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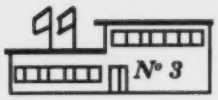
N° 2

30




10 minutes

**FIELDS OF EXPERIENCE:** People around Us/School

**PERFORMANCE EVALUATED:** Students will demonstrate their ability:

- to identify people around them by using simple, concrete sentences to create a simple description (comm.),
- to use socially appropriate titles for adults (c.),
- to use appropriate vocabulary, correct word order, correct pronunciation, determiner/noun agreement and agreement between the subject/verb, such as **être**, in the present tense (lang.),
- to follow a model as a means of creating a new message (g.l.e.), and
- to use a checklist to organize and prepare their message (g.l.e.).

**EXPERIENCE:** Informing someone as to the identity of someone else.

**SITUATION/CONTEXT:** Tonight is the first parent/teacher interview session of the year. Your parents have asked you to accompany them to the interview. When you arrive at the school you tell your parents something about the people you see.

**COMMUNICATIVE TASK:** Giving the names of different people and saying something about them in order to tell someone else who they are.

Note :

Pour rendre la tâche plus authentique, les élèves devraient présenter le message directement à l'enseignant. Toutefois, ils pourraient l'enregistrer si c'est plus convenable.

**INSTRUCTIONS:**

1. Listen to the example.
2. From each of the following groups of people, choose a different person to talk about:
   a) a person who works in the school,
   b) a classmate, and
   c) a person of your choice.
3. When you talk about each person you will need to:
   a) give his/her name, and
   b) say who he/she is or what he/she does.
4. Listen to the example again.
5. Use the checklist to help you organize your ideas and prepare your message.

*To help you prepare your message you might want to jot down a few words below the checklist, but do not write your message out in full. Use what you know in French to do the best you can.*

cont'd . . .

6. When you are ready, present your message.

**How You Will Be Evaluated:**

See page Déb1-9.

N° 3

## MY CHECKLIST

Check off ☑ each sentence to make sure that you have done all of these things before you present your message.

**Message:**

- I have chosen a person who works in the school. ❑
- I have chosen a classmate. ❑
- I have chosen a third person of my choice. ❑
- I know each person's name. ❑ ❑ ❑
- I know how to say who each person is or what he/she does. ❑ ❑ ❑ /12 points

**Culture:**

- When it is necessary, I know which title to use to name the person, for example, "Madame". ❑ /2 points

**Language Use:**

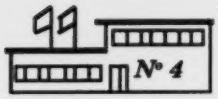
I think that:

- I know which words to use to say who someone is or what someone does. ❑
- I know how to put my words in the correct order. ❑
- I know how to pronounce the words properly. ❑ /9 points

**Strategies:**

- I used the example to help me prepare my message. ❑
- I used this checklist to help me prepare my message. ❑ /2 points

**Total for the Item: /25**




15 minutes

**FIELD OF EXPERIENCE:** Animals

**PERFORMANCE EVALUATED:** Students will demonstrate their ability:

- to describe an animal using simple, concrete sentences (comm.),
- to use appropriate vocabulary, correct word order, correct pronunciation and agreement between the determiner/noun and the subject/verb (lang.),
- to prepare their message by first thinking about it and then drawing an illustration (g.l.e.),
- to use a model as a means of preparation (g.l.e.),
- to use a visual representation to prepare a message (g.l.e.),
- to take the risk to create an original message (g.l.e.), and
- to use a checklist to verify the content and accuracy of their message (g.l.e.).

**EXPERIENCE:** Describing a favourite animal.

**SITUATION/CONTEXT:** As part of "National Animal Awareness Week", the students have decided to choose an animal as a mascot for the school. Each student is asked to name his/her favourite animal and describe it. The animal described by the greatest number of students will be chosen as the school mascot. Each student's choice is to be recorded. A committee will later determine the most popular choice.

**COMMUNICATIVE TASK:** Describing orally one's favourite animal so that it can be chosen as the school's mascot.

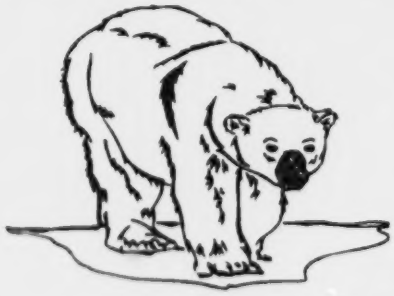
**INSTRUCTIONS:**

Note :

Pour rendre la tâche plus authentique, les élèves devraient enregistrer leurs messages. Toutefois, ils pourraient le présenter directement à l'enseignant.

1. Look at the animal below and listen to the taped description.

   Example:



2. Now, think about an animal that you would like to name as a mascot.

3. Draw your animal in the space provided on the next page to help you prepare and present your description. (Do not spend too much time on your drawing.)

cont'd . . .

4. Listen to the example one more time.

5. Use your drawing to think about how you are going to describe your animal. Be sure to mention:
   - the kind of animal it is, and
   - three different things about the animal.

6. When you are ready, tape your description.

7. Listen to your message and use the checklist to make sure that you have done all the things you have been asked to do.

8. Decide if you want to retape your message. You can do so **one** more time.

**Dessin de mon animal préféré**

**How You Will Be Evaluated:**

See page Déb1-12

N° 4

**MY CHECKLIST**

As you listen to your description, check off ☑ which things you have been able to do.

**Message:**

- I mentioned the kind of animal I am suggesting for our mascot. ❑
- I mentioned three different things about the animal. ❑ ❑ ❑ /8 points

**Language Use:**

- I used the correct word to name the kind of animal. ❑
- I used the correct words to describe the animal. ❑
- I used the correct form of the describing words. ❑
- I was able to put the words in the right order. ❑
- I think that I pronounced the words correctly. ❑ /4 points

**Strategies:**

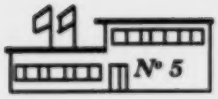
- I thought about the animal's appearance. ❑
- I drew a picture of the animal. ❑
- I used the picture to prepare my message. ❑
- I used the example to prepare my message. ❑
- I used this checklist to make sure that I did everything I was supposed to do. ❑
- I did my best to produce my own original message. ❑ /3 points

If you recorded you message twice, check off below which description you want to have evaluated.

**Description No. 1** ❑

**Description No. 2** ❑

**Total for the Item: /15**



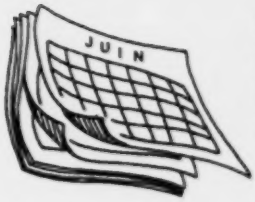

20 minutes

**FIELD OF EXPERIENCE:** Holidays and Celebrations

**PERFORMANCE EVALUATED:** Students will demonstrate their ability:

- to understand simple, concrete ideas relating to instructions given for the placement of decorations (comm.),
- to associate the messages with illustrations (g.l.e.), and
- to select the appropriate illustrations mentioned to be able to complete the task (g.l.e.).

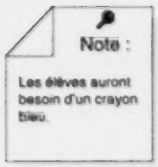
**EXPERIENCE:** Decorating the classroom for a special occasion.




**SITUATION/CONTEXT:** It's the end of the school year and your class has decided to have a year-end party. As Saint-Jean Baptiste day is a holiday celebrated by French-Canadians on June 24th, you've decided, as a class, to celebrate it and the year-end on the same day. You volunteer to help your teacher prepare a plan of where the decorations will be placed in the classroom.

**COMMUNICATIVE TASK:** Listening to instructions in order to place the decorations in their appropriate place on a classroom plan.

**INSTRUCTIONS:**



1. Cut out all the decorations on the last page.
2. Look at the classroom plan. Imagine that this is your classroom.
3. Listen to the instructions.

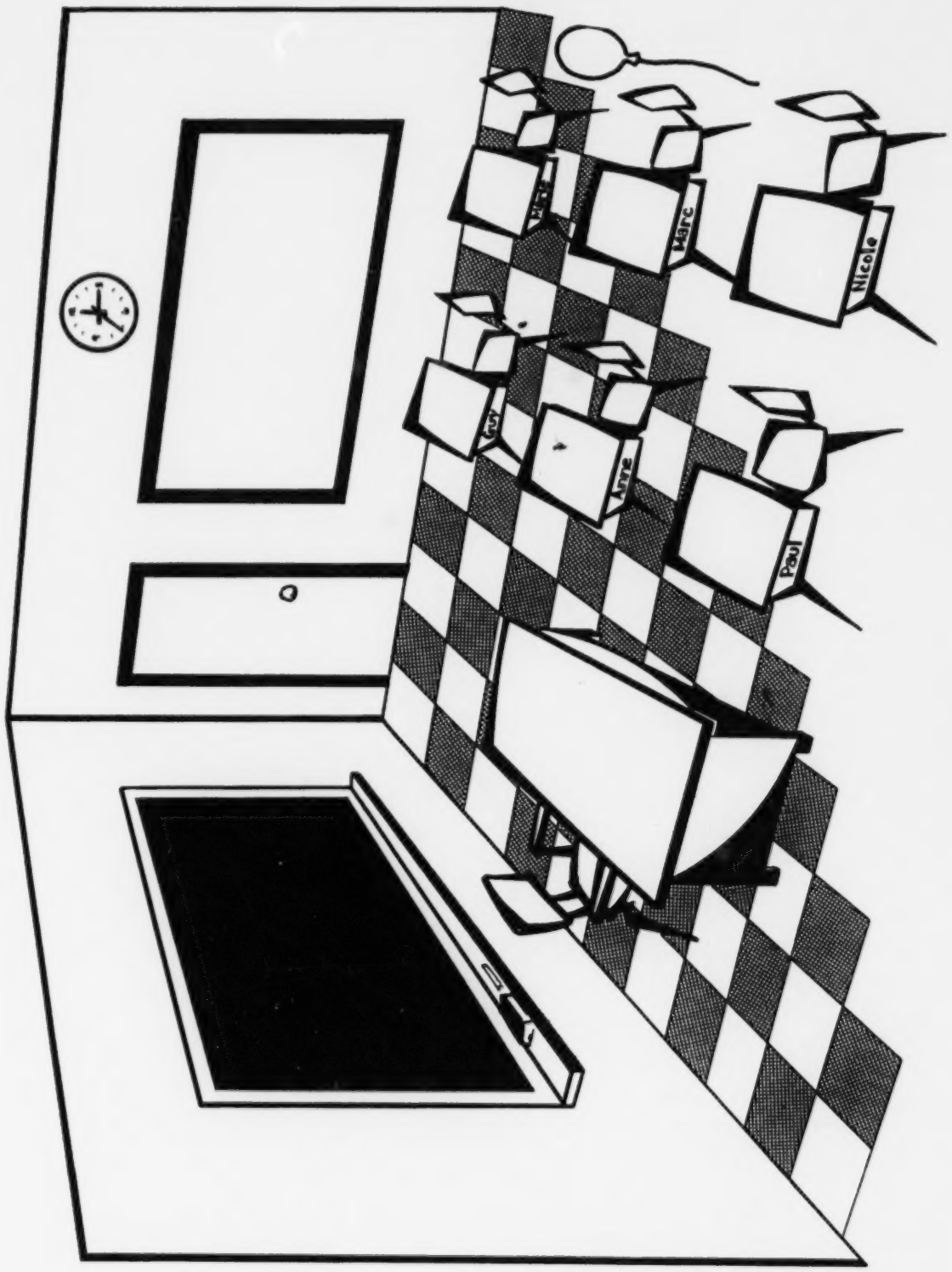
4. Follow these instructions as they are being given and glue the decorations on the classroom plan as the teacher indicates where they are to be placed.

*You are not expected to understand each and every word you hear, only the key words or phrases needed to help you do the test item.*

**HOW YOU WILL BE EVALUATED:**

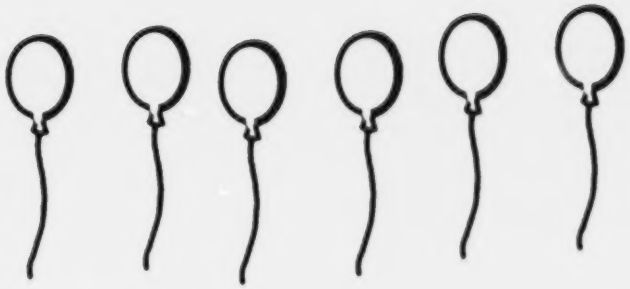
| | |
|---|---|
| 2 points for every idea correctly understood | /16 |
| 2 points for correctly associating at least four illustrations with the message | /2 |
| **Total for the Item:** | **/18** |

**N° 5**




**Total for the Item: /18**

N° 5



## TRANSCRIPTION DES TEXTES ORAUX/ORAL TEXT TRANSCRIPTS

### *ITEM N° 1*

Bon, j'ai regardé ta liste et voici les articles qu'il te reste à acheter pour cette année. Coche l'article quand je le mentionne et indique combien dans la boîte. D'accord? Bon, voici la liste :

- une trousse
- une petite règle
- cinq crayons
- quatre stylos
- deux gommes à effacer
- dix cahiers
- trois bâtons de colle
- une paire de ciseaux
- une paire de chaussures de sport

Et c'est tout!

Maintenant, je répète la liste. Ça va? Bon . . .

- une trousse
- une petite règle
- cinq crayons
- quatre stylos
- deux gommes à effacer
- dix cahiers
- trois bâtons de colle
- une paire de ciseaux
- une paire de chaussures de sport

Et voilà! C'est tout.

### *ITEM N° 2*

- Il est maintenant 7 h et demie et voici la météo pour aujourd'hui. Ce matin, il pleut et il fait du vent. Cet après-midi, le temps va être nuageux, mais il ne va pas y avoir de pluie. Il va faire un maximum de 10° Celsius aujourd'hui, ce qui est normal pour la saison. Le prochain bulletin de la météo va être à 8 h.

- Il est maintenant 8 h et voici la météo pour aujourd'hui. Ce matin, il pleut et il fait du vent. Cet après-midi, le temps va être nuageux, mais il ne va pas y avoir de pluie. Il va faire un maximum de 10° Celsius aujourd'hui, ce qui est normal pour la saison.

***ITEM N° 3* — Exemple**

Note :

Les exemples donnés pour les items N° 3 et 4 sont enregistrés deux fois. Pas besoin de rebobiner la cassette.

(voix d'adulte) Q. - Qui est-ce?

(voix d'un enfant) R. - Oh, c'est Madame Boudreau. C'est la mère de Paul.

***ITEM N° 4* — Modèle**

Mon animal préféré est un ours. Il est blanc. Il a un nez noir et deux petites oreilles.

***ITEM N° 5***

Note :

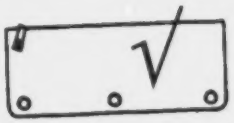
L'enseignant devra arrêter le magnétophone ici pour donner le temps aux élèves de colorier les deux ballons.

Que tu es sympa de venir m'aider à préparer la décoration de la classe pour la fête de la Saint-Jean Baptiste. Premièrement, colorie deux ballons bleus.

***Pause ici.***

Bon regarde, il y a déjà un ballon blanc derrière le bureau de Marc. Maintenant, place deux ballons blancs entre le tableau et mon bureau. Ensuite, place un ballon bleu derrière la chaise de Paul et un autre ballon bleu devant le pupitre de Marie. Bon, c'est bien ça, maintenant place le drapeau québécois à gauche du tableau noir. C'est ça! Tu peux mettre l'affiche sous l'horloge. Et puis mets la banderolle au-dessus du tableau noir. C'est beau! Pour finir tu peux placer le gâteau sur mon bureau. Formidable! Maintenant, regarde si tout est bien. Je vais répéter. Il y a un ballon blanc derrière le bureau de Marc, deux ballons blancs entre le tableau et mon bureau, un ballon bleu derrière la chaise de Paul et un autre ballon bleu devant le pupitre de Marie. Le drapeau québécois est à gauche du tableau noir, l'affiche est sous l'horloge, la banderolle est au-dessus du tableau noir et le gâteau est sur mon bureau. Bon, c'est très bien! Merci beaucoup. À demain!

**Nom :** _____

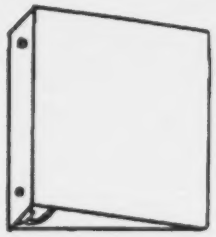

*(Exemple)*

1

5

2

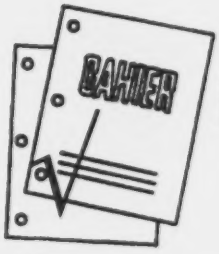
4



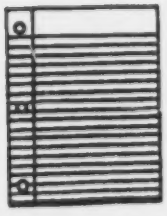
1

3

1




10



1

**Evaluation Criteria:**

1 point for each item correctly identified*: /8

1 point for each correct quantity given: /8

2 points for correctly associating the message with at least four illustrations (word-illustration association): /2

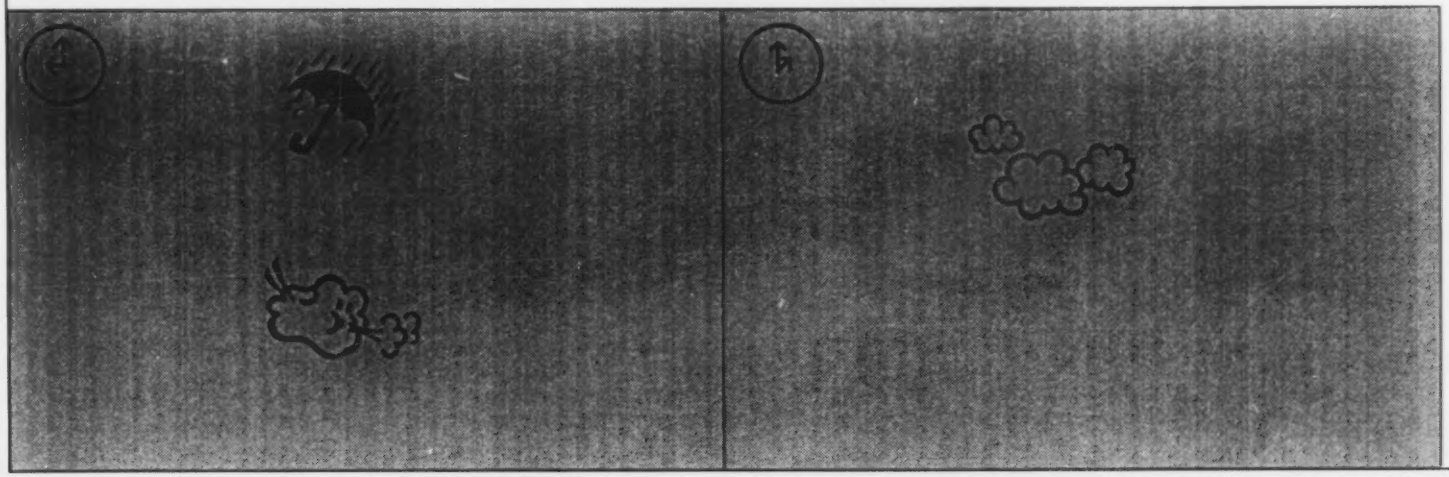
2 points for selecting at least four of the items mentioned (selective attention): /2

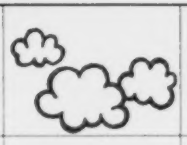
*If the student checks off more than the 8 items mentioned, deduct 1 mark for each extra item checked off.

**Total for the Item: /20**

**N° 2**

## La Météo d'aujourd'hui



| | Symbole | | |  | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | √ | | √ | | √ | | | | **Température** |
| | √ | | | √ | | | | | 10 °C |

**Evaluation Criteria:**

2 points for every idea understood for a total of 3 ideas*: /6
- 1 point for checking under the correct symbol
- 1 point for checking in the correct row

2 points for writing the correct temperature /2

3 points for selecting the appropriate symbols and placing them correctly on the board /3

1 point for correctly associating the message (the temperature) with an illustration (the thermometer) /1

*Deduct 1 point for every extra check mark or for every extra symbol placed on the bulletin board.

**Total for the Item:** /12

**N° 3**

## Oral Production Criteria

**Name:** _____ **Type of Communicative Task:** *Identifying people for someone*

**Date:** _____

**Characteristics of the Message:**

| *Component* / *Standard* | **Communication** (Content and composition of the message) | | **Culture** (Sociolinguistic aspects) | | **Language** (Vocabulary, grammar, structure, pronunciation) | | **General Language Education** | |
|---|---|---|---|---|---|---|---|---|
| | **Content required:**<br>• name of:<br>- one school staff member ❑<br>- one classmate ❑<br>- one other person ❑<br>• identification of:<br>- the staff member ❑<br>- the classmate ❑<br>- the other person ❑<br>*(2 points per element)* | | **Conventions/ Information required:**<br>• use of socially appropriate titles to identify adults | | **Precision required*:**<br>• appropriate vocabulary<br>• subject/verb agreement<br>• correct use of present tense<br>• determiner/noun agreement<br>• correct word order<br>• correct pronunciation | | **Strategies (possibly employed):**<br>• followed a model ❑<br>• used a checklist to organize and prepare a message ❑ | |
| **Excellent** | **Complete** - all elements requested are present | 12 | - used appropriate social conventions to identify the three people | 2 | - no language errors are present | 9<br>8.5 | - used both strategies | 2 |
| | - one element is missing | 10 | | | - one to three errors are present | 8<br>7.5 | | |
| **Acceptable** | **Partially complete** - two or three elements are missing | 8<br>6 | - used appropriate social conventions to identify two people | 1 | - four to nine errors are present | 7<br>6<br>5<br>4.5 | - used one strategy | 1 |
| **Not acceptable** | **Insufficient** - four or more elements are missing | 4<br>2<br>0 | - used appropriate social conventions to identify one person<br>- unable to use appropriate social conventions to identify people | 0.5<br>0 | - ten or more errors are present | 4<br>3<br>2<br>1<br>0 | - did not use any strategies | 0 |
| **Total:** /25 | | /12 | | /2 | *For each language error, deduct 0.5 of a point. | /9 | | /2 |

**Total for the Item:** /25

**N° 4**

## Oral Production Criteria

**Name:** _____ **Type of Communicative Task:** *Describing a favourite animal*

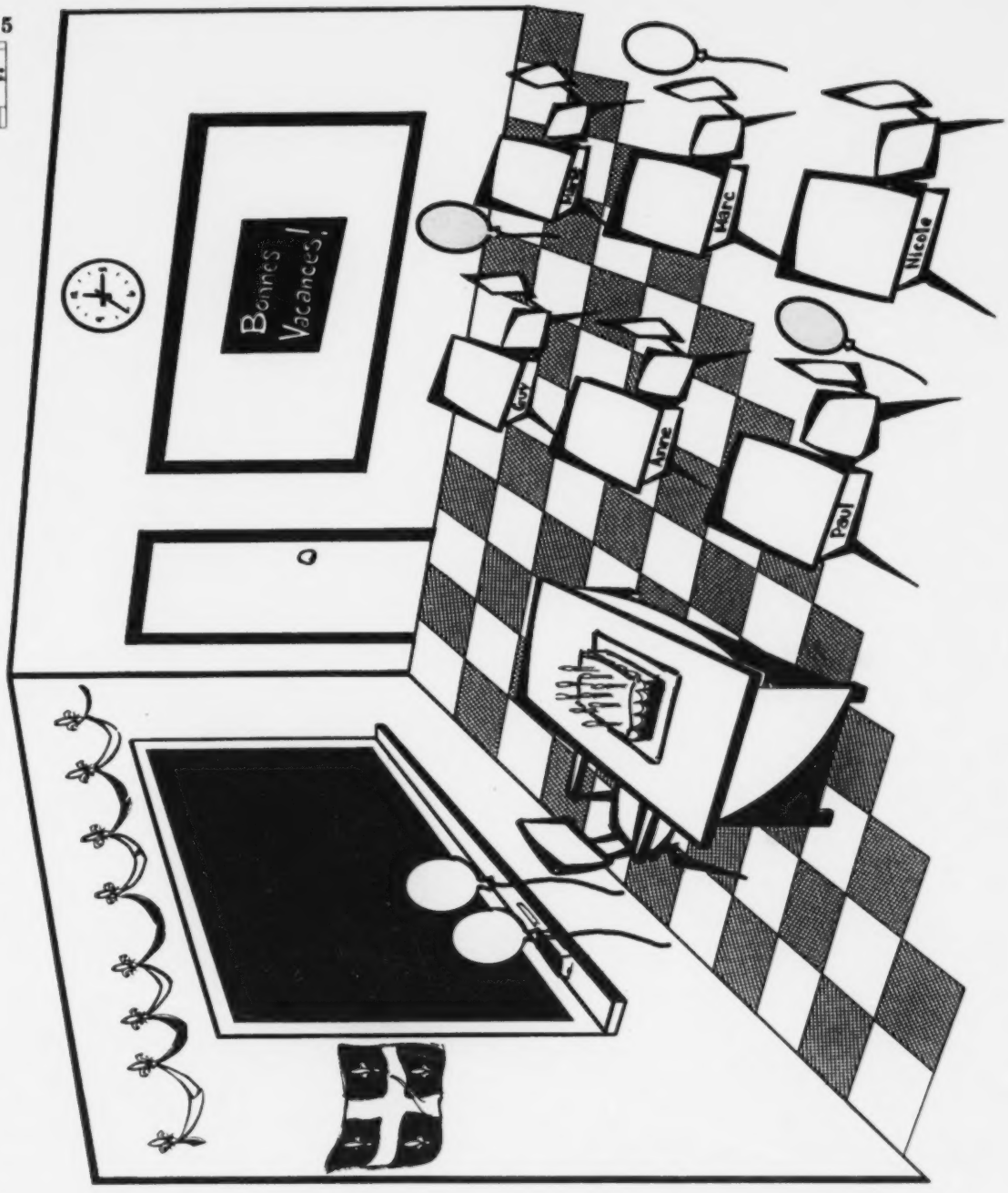
**Date:** _____

**Characteristics of the Message:**

| *Component* / *Standard* | **Communication** (Content and composition of the message) | | **Culture** (Sociolinguistic aspects) | **Language** (Vocabulary, grammar, structure, pronunciation) | | **General Language Education** | |
|---|---|---|---|---|---|---|---|
| | **Content required:**<br>• kind of animal ❑<br>• three different details ❑ ❑ ❑<br>*(2 points per element)* | | | **Precision required*:**<br>• appropriate vocabulary<br>• subject/verb agreement<br>• correct use of present tense<br>• determiner/noun agreement<br>• correct word order<br>• correct pronunciation | | **Strategies (possibly employed):**<br>• prepared the message by thinking about the animal ❑<br>• drew an illustration ❑<br>• used a model to prepare a message ❑<br>• used a visual representation to prepare a message ❑<br>• took the risk to create an original message ❑<br>• used a checklist to verify the message ❑ | |
| **Excellent** | **Complete** - all elements requested are present | 8 | | - no language errors are present | 4 | - used all six strategies | 3 |
| | | | | - one error is present | 3.5 | - used five strategies | 2.5 |
| **Acceptable** | **Partially complete** - one element is missing | 6 | | - two to four errors are present | 3 | - used four strategies | 2 |
| | | | | | 2.5 | | |
| | - two elements are missing | 4 | | | 2 | - used three strategies | 1.5 |
| **Not acceptable** | **Insufficient** - three or more elements are missing | 2 | | - five or more errors are present | 1.5 | - used two strategies | 1 |
| | | | | | 1 | | |
| | | | | | 0.5 | - used one strategy | 0.5 |
| | | 0 | | | 0 | - did not use any strategies | 0 |
| **Total :** /15 | | /8 | | *For each language error, deduct 0.5 of a point. | /4 | | /3 |

**Total for the Item:** /15

N° 5




**Evaluation Criteria:**

| | |
|---|---|
| 1 point for the correct identification of each item mentioned (total of 8 items)*: | /8 |
| 1 point for the correct placement of each item mentioned: | /8 |
| 2 points for correctly associating the message with at least four illustrations: | /2 |

*If the student places more than 8 items on the plan, deduct one mark for each extra item.

**Total for the Item: /18**

## Language Competency Profile — Beginning Level 1

| *Language Skill* / *Component* | *L.C.* | *R.C.* | *O.P.* | *W.P.* | *Total Number of Marks by Component* | *% of Test by Component* |
|---|---|---|---|---|---|---|
| Experience/ Communication | No. 1 (16)<br>No. 2 (8)<br>No. 5 (16) | | No. 3 (12)<br>No. 4 (8) | | 60 | 67% |
| Culture | Subsumed*<br>(Nos. 2, 5) | | No. 3 (2) | | 2 | 2% |
| Language | Subsumed*<br>(Nos. 1, 2, 5) | | No. 3 (9)<br>No. 4 (4) | | 13 | 14% |
| General Language Education | No. 1 (4)<br>No. 2 (4)<br>No. 5 (2) | | No. 3 (2)<br>No. 4 (3) | | 15 | 17% |
| **Total Number of Marks by Language Skill** | 50 | | 40 | | 90 | 100 % |
| **% of Test by Language Skill** | 56% | | 44% | | 100 % | |

*Remember that when culture or language is subsumed it means that the component is present, but that the task, as such, does not lend itself to an authentic evaluation of the component.

## Language Competency Profile — Beginning Level 1

**Student's Name:** _____

**Date:** _____

| *Language Skill* / *Component* | *L.C.* | *R.C.* | *O.P.* | *W.P.* | *Total Number of Marks by Component* | *% of Test by Component* |
|---|---|---|---|---|---|---|
| Experience/ Communication | /40 | | /20 | | /60 | /67% |
| Culture | | | /2 | | /2 | /2% |
| Language | | | /13 | | /13 | /14% |
| General Language Education | /10 | | /5 | | /15 | /17% |
| **Total Number of Marks by Language Skill** | /50 | | /40 | | /90 | 100% |
| **% of Test by Language Skill** | /56% | | /44% | | 100% | |

**Comments:** _____

## TABLEAU DE SPÉCIFICATIONS/TABLE OF SPECIFICATIONS

| Test Item | Language Skill Evaluated | Learner Expectations Evaluated (Directly/ Indirectly)* | Communicative Task | Techniques | Thinking Skills Used** | Product | Program Components Evaluated |
|---|---|---|---|---|---|---|---|
| 1 | L.C. | 1a, 2a, 4, 5a, 5b, 5c, 5d, 5j, 6a, 6b, 6d | Listening to the reading of a school supplies list in order to check off the required items and indicate on the order form how many of each are needed. | - checking off identified information<br>- filling in the box with identified quantities | K/U APP AN SYN EVAL | Completed order form | E/C, GLE |
| 2 | L.C. | 1c, 2a, 4, 5d, 5e, 5f, 5h, 5i, 6a, 6b, 6d | Listening to a weather report in order to prepare the classroom's weather bulletin board. | - checking off identified information<br>- using illustrations to represent information identified<br>- colouring in identified information | K/U APP AN SYN EVAL | Completed bulletin board | E/C, GLE |
| 3 | O.P. | 1a, 1b, 2b, 3, 5, 5a, 5c, 5d, 5e, 5f, 5h, 5i 6c, 6d | Giving the names of different people and saying something about them in order to tell someone else who they are. | - using a model to produce simple sentences<br>- using a checklist to prepare the message<br>- presenting the message orally | K/U APP AN SYN EVAL | Simple oral description | E/C, C, L, GLE |
| 4 | O.P. | 1d, 2b, 5, 5a, 5b, 5c, 5d, 5e, 5f, 5i, 6c, 6d | Describing orally one's favourite animal so that it can be chosen as the school's mascot. | - using a model to produce simple sentences<br>- using an illustration to prepare a message<br>- preparing and recording the message<br>- verifying and correcting the message | K/U APP AN SYN EVAL | Simple recorded message | E/C, L, GLE |
| 5 | L.C. | 1a, 1e, 2a, 3, 4, 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5i, 6a, 6b, 6d | Listening to instructions in order to place decorations in their appropriate place on a classroom plan. | - selecting the appropriate items<br>- using illustrations to represent information identified<br>- placing the illustrations on a plan | K/U APP AN SYN EVAL | Completed classroom plan | E/C, GLE |

*Learner expectations numbering corresponds to the numbering on pages 45-46.

**The thinking skills have been abbreviated in the following manner:

K/U = Knowledge/Understanding
APP = Application
AN = Analysis
SYN = Synthesis
EVAL = Evaluation

The darkness of the shading indicates the degree of emphasis being placed on the thinking skills indicated.

## PROGRAM OF STUDIES — BEGINNING LEVEL 1

| Learner Expectation Number | Learner Expectations |
|---|---|
| 1(a) | engage in language experiences involving the school |
| 1(b) | engage in language experiences involving the people around us |
| 1(c) | engage in language experiences involving the weather |
| 1(d) | engage in language experiences involving animals |
| 1(e) | engage in language experiences involving holidays and celebrations |
| 2 (a) | understand the meaning of a series of simple oral statements containing basic vocabulary and commonly used sentences |
| 2(b) | express their communicative intent by orally producing simple and/or commonly used messages containing one or two statements in a structured context |
| 3 | identify concrete facts that reveal the presence of francophone individuals and groups in their immediate surroundings and use simple sociolinguistic conventions |
| 4 | understand the sound-symbol system and vocabulary appropriate to simple oral messages in the present tense |
| 5 | use, orally, the sound-symbol system related to vocabulary appropriate to the field of experience in the present tense, employing the following linguistic elements: |
| 5(a) | gender |
| 5(b) | plural of nouns |
| 5(c) | definite and indefinite articles |
| 5(d) | verbs such as **avoir**, **être**, **faire** and **aller** in the present tense using the appropriate pronoun |
| 5(e) | negative and affirmative sentences |
| 5(f) | expressions with **avoir** and **faire** (**J'ai dix ans. Il fait froid.**) |
| 5(g) | prepositions of place |
| 5(h) | commonly used sentences |
| 5(i) | cohesive elements at the word level |
| 5(j) | commonly asked questions |

cont'd . . .

. . . cont'd

| | |
|---|---|
| 6(a) | identify cognates in oral communications |
| 6(b) | orally associate gestures or illustrations with words |
| 6(c) | articulate, voluntarily, statements that are presented |
| 6(d) | identify, orally, with the teacher's assistance, key words needed to follow directions concerning a task |

# GUIDE D'ADMINISTRATION POUR LE TEST MODÈLE DU NIVEAU DÉBUTANT 2

# ADMINISTRATION GUIDE FOR THE BEGINNING LEVEL 2 MODEL TEST

***À la découverte d'un monde nouveau/***
***Discovering a Brand-New World***

## Table des matières

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## PLAN DU TEST MODÈLE POUR LE NIVEAU DÉBUTANT 2

**«À la découverte d'un monde nouveau/ Discovering a Brand-New World»**

| DOMAINES D'EXPÉRIENCE | *L'habitation* | *L'habillement* | *La communauté* | *L'alimentation* | *L'exercice* |
|---|---|---|---|---|---|
| **TÂCHE COMMUNICATIVE** | Donner des directives aux déménageurs pour les aider à placer les objets.<br>**P.O.** | Discuter d'une personne perdue et de ce qu'elle porte pour aider à la retrouver.<br>**C.O. / P.O.** | Écouter des directions pour trouver deux endroits sur une carte.<br>**C.O.** | Dresser une liste d'épicerie pour aller acheter les ingrédients qui manquent pour faire une pizza.<br>**P.É.** | Lire des annonces au sujet de cours d'intérêt particulier afin de choisir un cours et de s'y inscrire.<br>**C.É. / P.É.** |
| **COMPOSANTES DIRECTEMENT ÉVALUÉES** | • Communication<br>• Culture<br>• Langue<br>• Formation langagière générale | • Communication<br>• Langue<br>• Formation langagière générale | • Communication<br>• Formation langagière générale | • Communication<br>• Langue<br>• Formation langagière générale | • Communication<br>• Culture (P.É.)<br>• Langue (P.É.)<br>• Formation langagière générale |
| **COMPOSANTE(S) PRÉSENTE(S) ET NON ÉVALUÉE(S)** | | • Culture | • Culture<br>• Langue | | • Culture (C.É.)<br>• Langue (C.É.) |



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## BEGINNING LEVEL 2 TEST PLAN

**«À la découverte d'un monde nouveau/ Discovering a Brand-New World»**

| FIELDS OF EXPERIENCE | *Housing* | *Clothing* | *Community* | *Food* | *Exercise* |
|---|---|---|---|---|---|
| **COMMUNICATIVE TASK** | Giving instructions to the movers in order to assist them in the placement of the family's belongings.<br><br>**O.P.** | Listening to and answering questions orally about a missing person and what he/she is wearing in order to help find him/her.<br><br>**L.C. / O.P.** | Listening to directions in order to locate two places on a map.<br><br>**L.C.** | Writing a grocery list in order to go shopping for the ingredients needed to make a pizza.<br><br>**W.P.** | Reading special interest ads in order to choose a course and register in it.<br><br>**R.C. / W.P.** |
| **COMPONENTS DIRECTLY EVALUATED** | • Communication<br>• Culture<br>• Language<br>• General Language Education | • Communication<br>• Language<br>• General Language Education | • Communication<br>• General Language Education | • Communication<br>• Language<br>• General Language Education | • Communication<br>• Culture (W.P.)<br>• Language (W.P.)<br>• General Language Education |
| **COMPONENT(S) PRESENT BUT NOT EVALUATED** | | • Culture | • Culture<br>• Language | | • Culture (R.C.)<br>• Language (R.C.) |







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## NOTES EXPLICATIVES

### Information générale

Pour bien utiliser ce test, il est important de se familiariser avec les cinq items qui le composent pour en connaître le contenu, la performance visée et les critères d'évaluation suggérés.

Le test peut être administré en une ou plusieurs session(s). Par exemple, on peut échelonner les items sur une période d'une semaine ou administrer le test en entier en une seule session d'environ une heure et quart.

Cependant, cette période de temps ne couvre pas le temps dont l'évaluateur aura besoin pour administrer les items de production orale à tous les élèves. Ce temps dépendra du nombre d'élèves, des raisons pour lesquelles ils passent le test, et des conditions dans lesquelles le test sera administré. Par exemple, a-t-on accès à plusieurs magnétophones, ce qui permet à plusieurs élèves de passer le test en même temps, ou a-t-on accès seulement à un magnétophone que les élèves doivent utiliser à tour de rôle? On doit répondre à ces questions avant d'administrer le test.

Ce test présente deux items de production orale au début du test (N$^{os}$ 1 et 2*), suivis d'un item de compréhension orale (N° 3*), d'un item de production écrite (N° 4*) et d'un item de compréhension écrite et de production écrite (N° 5*). Cet ordre peut toutefois être changé selon les besoins, mais certaines adaptations seront nécessaires. On doit disposer d'un magnétophone pour l'item de compréhension orale (N° 3*). Les textes oraux pour les tests Débutant 1, 2 et 3 sont enregistrés sur une cassette. L'enseignant peut, s'il le désire, reproduire sur une autre cassette les textes nécessaires pour administrer ce test.

*Dans ce test, les items sont identifiés de cette façon :



## DIRECTIONS FOR USE

### General Information

In order to use this test as intended, it is important that you read through the entire test so as to become familiar with the test items, the performance required and the suggested evaluation criteria used for each test item.

The test can be administered as separate items or it can be given all at once. For example, each test item could be given one at a time in the course of a week or the students could be given the entire test to be completed over the period of approximately one hour and fifteen minutes.

This time frame, however, does not include the amount of time required by the evaluator to administer the oral production items to all the students. The amount of time for this will depend on the number of students taking the test, the reason for which they are taking it and the conditions under which it will be administered. For example, will the students have access to a number of tape recorders where they will be able to take the test at the same time or will they have access to only one tape recorder where they will have to tape their messages one at a time? These questions will need to be addressed before administering the test.

This test presents two oral production items at the beginning of the test (Nos. 1 and 2*), followed by an oral comprehension item (No. 3*), a written production item (No. 4*) and then a reading comprehension/ written production item (No. 5*). This order can be changed, however, to facilitate the administration of the test, but adaptations will need to be made. A cassette player is required for the oral comprehension item (No. 3*). The audio texts for the Beginning Levels 1, 2, and 3 tests are only available on one cassette. Therefore, you may want to make a separate copy of the audio texts required for this test.

*In this test, the items are identified in this fashion:

Il est à noter que les renseignements destinés à l'élève suivent le symbole et ceux destinés à l'enseignant sont inscrits sur un papier bloc-notes . À titre d'information, le temps approximatif alloué à chaque item est indiqué près du symbole .

Afin de faciliter la correction du test, un guide et des grilles de correction sont disponibles. Il existe aussi une grille permettant de dresser clairement le profil de la compétence langagière de l'élève. Cette grille facilite la tâche de communiquer les résultats à cet élève ou à ses parents.

Bien que les composantes culture et langue fassent partie intégrante de chaque item, il est souvent difficile d'évaluer directement/explicitement ces composantes sans perdre l'authenticité de la tâche demandée. C'est pourquoi, dans ce test, ces composantes seront quelquefois évaluées directement et quelquefois subsumées sous les autres composantes.

Le test annoté contient toute l'information nécessaire pour aider l'évaluateur à administrer le test. Le test de l'élève contient seulement l'information destinée à l'élève, soit : la situation/le contexte, la tâche communicative, les directives, les critères d'évaluation et la pondération. Le test de l'élève est disponible sous forme de feuilles reproductibles. L'enseignant peut en faire autant de copies qu'il le désire.

**Suggestions pour amorcer le test**

Un aspect très important de ce genre de test est la «contextualisation» des items. On doit donc donner l'occasion aux élèves de se familiariser avec la structure du test. Il faut alors réserver un peu de temps avant de commencer le test pour donner l'occasion aux élèves de se familiariser avec le test et sa présentation. En prenant ce temps au début, on aidera les élèves à vivre une meilleure expérience en situation d'évaluation.

Please note that information which is intended for the student is indicated by the hand symbol ( ) and information for the teacher is written on a pinned note ( ). For information purposes an approximate time has been allocated to each test item and is indicated by the watch symbol ( ).

A correction guide and grids are available to facilitate the marking of the test. A grid for writing up the student's proficiency profile is also available in order to facilitate the sharing of results with the student or his/her parents.

Please note that the culture and language components are present in every test item; however, it is often difficult to evaluate directly/explicitly these particular components without losing authenticity. Therefore, in some cases a particular component will be evaluated directly and in other cases it will be subsumed under other components.

Also note that the annotated test provides all the necessary information to assist the evaluator in administering the test. The student's test contains only the information that is pertinent to the student, i.e., the situation/context, the communicative task, the instructions, the evaluation criteria and the marks awarded to each part of the test item. The student's test is available as blackline masters so that teachers can make as many copies as needed.

**Suggestions for Beginning the Test**

An important part of this type of test is the "contextualization" of the items. Therefore, students will need to be given an opportunity to understand how this test has been designed. Time needs to be taken before starting the test in order to provide students with the opportunity to become comfortable with the test-taking situation and the format of the test. Taking time at the beginning will ensure that the students will have a more enjoyable testing experience.

Voici quelques suggestions pour amorcer le test :

Premièrement, décider quand et comment on va expliquer la façon de procéder et l'organisation du test.

Prendre un peu de temps la veille de l'administration du premier item pour :

- expliquer la structure du test (voir «Let's Begin the Test»).
- lire à haute voix le titre et le contexte général du test aux élèves (voir «Let's Continue»).
- faire un remue-méninges à partir des réactions des élèves face au titre et au contexte général, en posant des questions telles que :
  - qu'est-ce que ce titre et ce contexte général te suggèrent?
  - as-tu déjà déménagé dans un nouvel endroit?
  - quelle sorte d'expériences peut-on vivre quand on déménage?
  - pourquoi est-ce qu'on trouve «un monde nouveau»?
  - qu'est-ce que tu peux faire pour aider avec le déménagement?
- expliquer la raison d'être des listes de contrôle qui suivent les items de production orale et écrite et la façon de s'en servir (N^os^ 1 et 4).
- indiquer aux élèves ce qu'ils doivent apporter pour passer le test : crayons ou stylos, gomme à effacer.

**Autres suggestions**

- Si on veut économiser le papier, on pourrait faire des transparents des deux premières pages pour amorcer le test et aussi d'autres transparents des directives pour chaque item. Ces transparents devraient être projetés pour la durée de l'administration de chaque item.

- Toutes les directives sont enregistrées sur la cassette. À vous le choix de les utiliser ou de ne pas les utiliser.

Here are some suggestions for beginning the test:

First, decide how and when you will introduce the testing procedures and the organization of the test.

Take some time the day before administering the first item to:

- explain how the test is organized (refer to "Let's Begin the Test").
- read aloud the title and the general context of the test to the students (refer to "Let's Continue").
- brainstorm students' reactions to the title and general context by asking questions such as:
  - what does this title and general context mean to you?
  - have you ever moved to a new area?
  - what sort of things might happen to you when you move?
  - why would you find it to be "a brand-new world"?
  - what could you do to help with the move?
- explain the purpose and the use of checklists for the oral and written production items (Items Nos. 3 and 4).
- indicate what materials the students will need to take this test: pencils or pens, eraser.

**Other Suggestions**

- If paper is a problem, you can make transparencies of the first two pages to introduce the test and of the instruction pages for each item. These transparencies will need to remain on the overhead for the duration of each item.

- All the instructions are available on tape. You may choose to use or not to use them.

- Puisque toutes les directives sont enregistrées, les élèves qui étaient absents le jour du test pourraient avoir accès aux directives pour les items qu'ils ont manqués. On pourrait faire une copie des directives dont chaque élève a besoin pour qu'il puisse passer le test sans l'aide de l'enseignant.

- La version française du contexte général qui se trouve ci-dessous pourrait remplacer ou être utilisée avec la version anglaise.

- Since all the instructions are available on tape, students who were absent can have access to individual parts of the test. A copy can be made of the parts each student missed so that s/he can do the test without the teacher's assistance.

- The French version of the "contexte général" found below can be used instead of or with the English version if desired.

### Contexte général

Imagine que ta famille vient de déménager dans une communauté francophone. Tu vas habiter une maison différente, te faire de nouveaux amis et participer à des activités différentes. De fait, tu te retrouves dans «un monde nouveau».

Dans ce test, on te présente cinq situations qui peuvent t'arriver après un déménagement dans une nouvelle communauté.

Commence la vie dans ta nouvelle communauté francophone à la page Déb2-3 .

# TEST ANNOTÉ — NIVEAU DÉBUTANT 2

# BEGINNING LEVEL 2 — ANNOTATED TEST

## LET'S BEGIN THE TEST

NOTE:

Avant d'amorcer ce test, voir les idées et les suggestions données pour cette étape dans les «Notes explicatives» au début du guide d'administration.

This test is made up of a general context and five test items. The test starts off with a general context which is like the beginning of a story. You will become the main character in this story and you will experience five different situations. These five situations are all related to the general context and they continue the story presented in the general context. These situations are called the "**Situation/Context**". It is very important that you read the **situation/context** carefully, because each one provides you with information you will need to do the test item. The way you handle these situations will show what you can do in French.

To help you see quickly what you will be doing in each situation, the following symbols are used:

listening

reading

speaking

writing

A watch at the top of the page will tell you about how much time you have to do the test item.

The hand symbol is used to remind you about something important.

Please turn to the next page.

## LET'S CONTINUE

**INSTRUCTIONS:**

- Read the title of this test and the general context. For a few seconds, think about what this might mean to you as the main character of this story.

NOTE :

Voir les «Notes explicatives» pour la version française de ce contexte général.

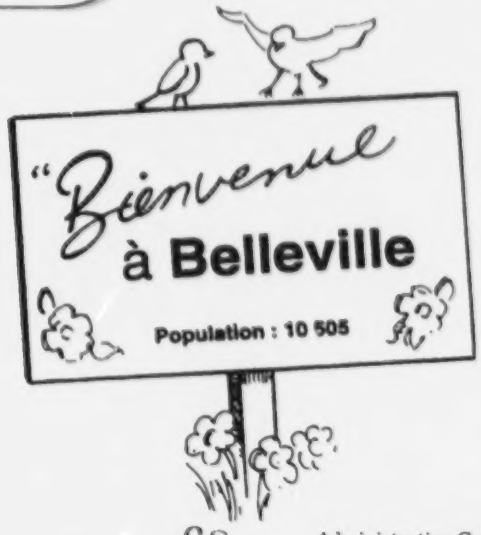
**«À la découverte d'un monde nouveau/ Discovering a Brand-New World»**

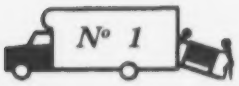
**GENERAL CONTEXT:**

Imagine that your family has just moved to a French-speaking community. You will be living in a different home, making new friends and participating in new activities. In fact, you'll find yourself in a "brand-new world."

In this test, you are presented with five different situations which could happen to you after a move to a new community.

Begin your life in your new French-speaking community on page Déb2-3.






10 minutes

Note :
- Pour rendre la tâche plus authentique, les élèves devraient présenter le message directement à l'enseignant. Toutefois, ils pourraient l'enregistrer si c'est plus convenable.
- Indiquer aux élèves comment ils vont présenter le message.

**FIELD OF EXPERIENCE:** Housing

**PERFORMANCE EVALUATED:** Students will demonstrate their ability:
- to give instructions by using a series of simple oral statements (comm.),
- to use the correct social register (tu/vous) for the situation (c.),
- to use appropriate vocabulary, correct word order, a correct form of the imperative, determiner/noun agreement and correct pronunciation (lang.),
- to use illustrations to assist in producing their message (g.l.e.), and
- to use the checklist to prepare their message (g.l.e).

**EXPERIENCE:** Giving someone information.

**SITUATION/CONTEXT:** You are just moving into your new house in Belleville. The movers have started unloading the furniture and you have been asked to tell them in what part of the house the unloaded items are to go.

**COMMUNICATIVE TASK:** Giving instructions to the movers in order to assist them in the placement of the family's belongings.

**INSTRUCTIONS:**

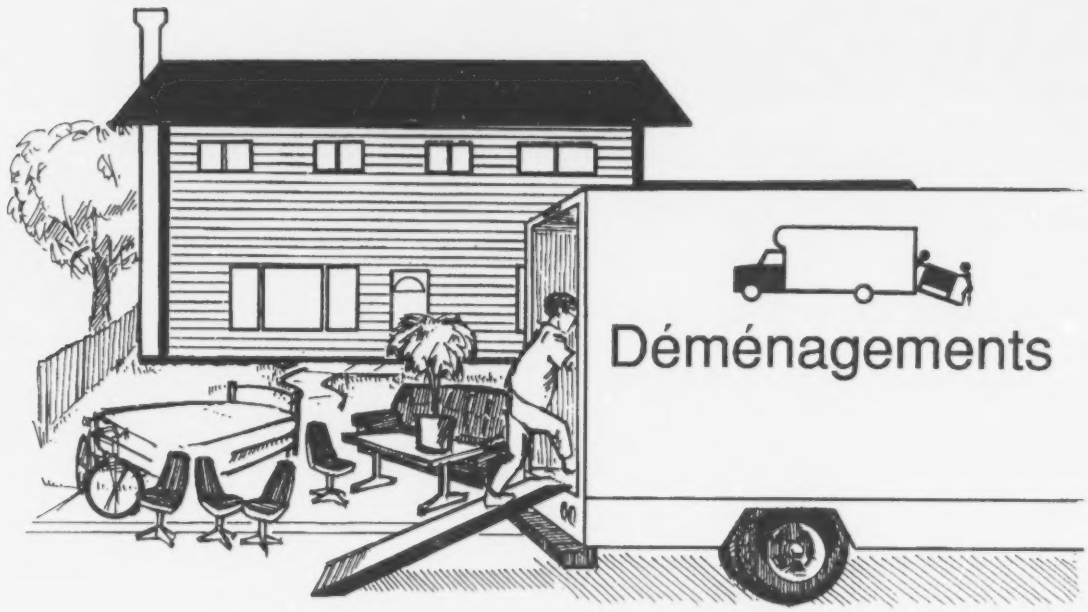
*Remember to use the polite form for giving instructions to a person much older than yourself. Also, use what you know in French to do the best you can.*

1. Look at the six family belongings on the lawn and on the sidewalk in front of the house.
2. Look at the sketch of the inside of the house.
3. Listen to the model.
4. Now take a few minutes to decide where you want the movers to place the remaining five items.
5. Use the checklist to help you plan your message.
6. When you are ready, tell the movers where to put the remaining five items.

**HOW YOU WILL BE EVALUATED:**

See page (Déb2-5).

N° 1



N° 1

## MY CHECKLIST

As you are planning your message, check off ☑ each box when you think you have done what is being asked.

**Message:**

- I am able to name the five items. ❑ ❑ ❑ ❑ ❑
- I can describe where to place the five items. ❑ ❑ ❑ ❑ ❑ /10 points

**Culture:**

- I know how to use the polite form for giving instructions to someone much older than me. ❑ /2 points

**Language Use:**

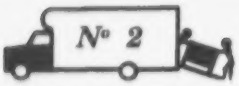
I think that I know how:

- to give instructions. ❑
- to put the words in the correct order. ❑
- to pronounce the words correctly. ❑ /6 points

**Strategies:**

- I have used this checklist to help me prepare my message. ❑
- I have used this checklist to make sure my message is complete. ❑ /2 points

**Total for the Item: /20**




15 minutes

**FIELD OF EXPERIENCE:** Clothing

**PERFORMANCE EVALUATED:** Students will demonstrate their ability:

- to understand commonly asked questions about a person (comm.),
- to provide information about a missing person (comm.),
- to describe orally what the missing person is wearing by using a series of simple statements (comm.),
- to use appropriate vocabulary, correct possessive adjectives, the correct form and placement of adjectives, subject/verb agreement, determiner/noun agreement, correct word order and correct pronunciation (lang.),
- to follow a model to create their own message (g.l.e.), and
- to use a checklist to assist them in preparing their message (g.l.e.).

Note :

- L'enseignant pourra, s'il le désire, enregistrer la conversation afin d'évaluer la production de l'élève plus tard.
- L'enseignant pourrait d'abord demander aux élèves de dessiner les vêtements, ce qui rendrait leur description orale plus facile. En faisant ça, on rend toutefois la tâche moins authentique.

**EXPERIENCE:** Describing a person.

**SITUATION/CONTEXT:** While your parents are finishing with the move, your new next door neighbour invites you to go to the neighbourhood park. Suddenly, you realize that your neighbour has disappeared. Some park employees notice that you look worried and seem to be looking for someone or something. One of them asks you if they can help you. You explain the situation to them. Another employee asks you to describe your friend so that they can help you find him/her.

**COMMUNICATIVE TASK:** Listening to and answering questions orally about a missing person and what he/she is wearing in order to help find him/her.

**INSTRUCTIONS:**

*Remember that if you understand the question but are unable to answer in French, you may answer in English as you will receive a mark for understanding the question. Remember also to use what you know in French to do the best you can.*

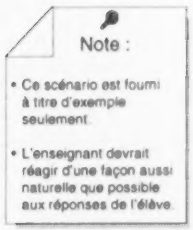
1. Take a few minutes to think about your friend and what you can say about him/her. For example:
   - name
   - age
   - what he/she is wearing today
2. When you are ready, you will play yourself in the conversation, while someone else plays the role of the park employee.
3. Attempt to answer all the questions in complete sentences.

cont'd . . .

**How You Will Be Evaluated:**

| | |
|---|---|
| 1 point for understanding what information was requested | /7 |
| 1 point for each element of information provided as requested | /8 |
| 8 points for using the language correctly | /8 |
| 1 point for trying to understand the questions | /1 |
| 1 point for trying to produce an oral message spontaneously | /1 |
| **Total for the Item:** | **/25** |

## Scénario possible/Possible Scenario


Note :
• Ce scénario est fourni à titre d'exemple seulement.
• L'enseignant devrait réagir d'une façon aussi naturelle que possible aux réponses de l'élève.

Employé(e) : Ah, je comprends maintenant, tu cherches ton ami(e). Eh bien, comment s'appelle ton ami(e)?

Élève : Il/Elle s'appelle _____.

Employé(e) : Quel âge a-t-il/elle?

Élève : Il/Elle a _____ ans.

Employé(e) : Bon, et maintenant, qu'est-ce qu'il/elle porte aujourd'hui? Est-ce que tu peux nommer trois de ses vêtements?

Élève : Il/Elle porte _____, _____, _____.

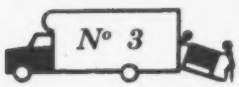
Employé(e) : (*If the student provided colours or other details in the previous answer omit this part.*)
De quelle couleur sont les vêtements? ou Comment sont ses vêtements?

Élève : (*Item 1*) est _____, (*item 2*) est _____, (*item 3*) est _____.

Employé(e) : Est-ce que ton ami(e) porte (une casquette?; un chapeau?; un manteau?; des chaussures de sport?, etc.) (*Choose one other item of clothing the student should be familiar with.*)

Élève : _____

Employé(e) : Bon, maintenant, allons trouver ton ami.




15 minutes

**FIELD OF EXPERIENCE:** Community

**PERFORMANCE EVALUATED:** Students will demonstrate their ability:

- to understand a series of oral directions so as to be able to locate two different areas on a map (comm.), and
- to trace on the map the two paths indicated in the directions (g.l.e.).

**EXPERIENCE:** Listening to directions.

**SITUATION/CONTEXT:** You want to know what services are available in the new area you are living in. You decide to use your map to walk around the neighbourhood to locate some of the facilities. You are unable to find two of the places you are particularly interested in: an area where there are unusual bike paths and a place where you can play sports. You decide to ask a police officer walking on the street for information.

**COMMUNICATIVE TASK:** Listening to directions in order to locate two places on a map.

**INSTRUCTIONS:**

1. Look at the map. Familiarize yourself with the names of the streets and avenues.

*Listen carefully. You will only hear this text once.*

2. Find the "X". This is where you are when you ask for directions.

3. Listen to the first set of directions.
   - Trace the route on the map as the directions are being given.
   - When you locate the area where you can cycle, write #1 on that spot.

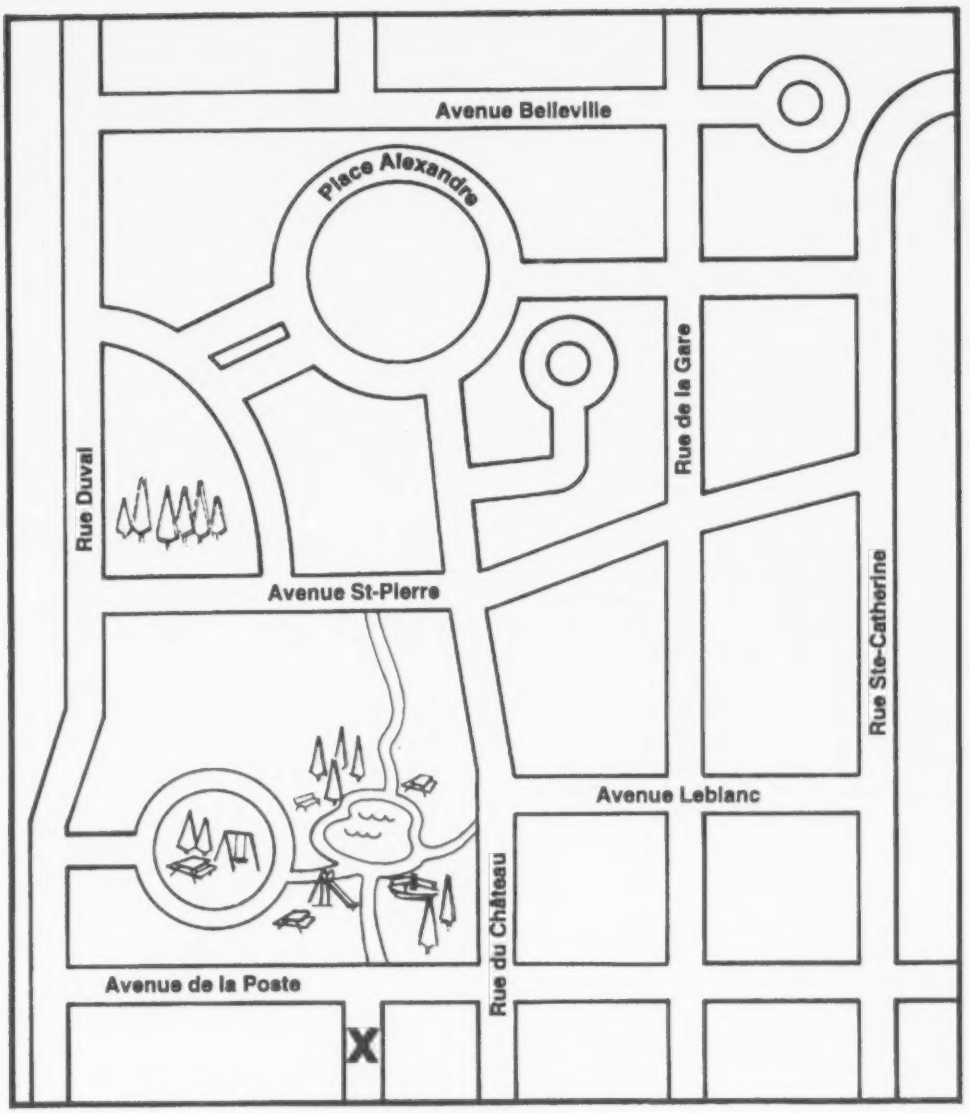
4. Return to the "X" and listen to the second set of directions.
   - Trace the second route on the map as the directions are being given.
   - When you locate the place where you can play sports, write #2 on that spot.

cont'd . . .

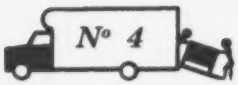
**How You Will Be Evaluated:**

| | | |
|---|---|---|
| 10 | points for correctly following the instructions to Location No. 1 | /10 |
| 12 | points for correctly following the instructions to Location No. 2 | /12 |
| 2 | points for tracing on the map what you have understood | /2 |
| | **Total for the Item:** | **/24** |

N° 3




**Belleville**




20 minutes

**FIELD OF EXPERIENCE:** Food

**PERFORMANCE EVALUATED:** Students will demonstrate their ability:

- to write a list of foods and the quantities required for making a pizza (comm.),
- to use vocabulary related to foods and use of partitives (lang.),
- to follow an example to enable them to perform the task (g.l.e.), and
- to use a checklist to verify that their message is accurate and complete (g.l.e.).

**EXPERIENCE:** Making a grocery list.

**SITUATION/CONTEXT:** Your parents have had a very tiring week because of the move, so you volunteer to make a pizza for supper. You have found a frozen crust in the freezer but you cannot find most of the other necessary ingredients. Before you go shopping you decide to prepare a grocery list.

**COMMUNICATIVE TASK:** Writing a grocery list in order to go shopping for the ingredients needed to make a pizza.

**INSTRUCTIONS:**

1. Think of five ingredients you want to buy to make your pizza.
2. Look at the example of a grocery list which is given below.

*Do not copy the food examples. Use what you know in French to do the best you can.*

3. Now write your own list.
   - Name the **five** different ingredients required.
   - Write down **how much** of each ingredient you need.

cont'd . . .

4. Use the checklist to make sure that you have done everything you are supposed to do.

**How You Will Be Evaluated:**

See page Déb2-10 .

*Ma liste d'épicerie*

N° 4

**MY CHECKLIST**

Check off each box ☑ that **you think** you were able to do.

**Message:**

- I listed five food items on my grocery list. ❑ ❑ ❑ ❑ ❑
- I said how much of each food item I needed. ❑ ❑ ❑ ❑ ❑ /10 points

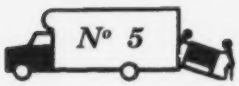
**Language Use:** I think:

- I used the correct words to name the food items. ❑
- I used the correct words to indicate the amount. ❑
- I wrote the words in the right order. ❑
- I spelled the words correctly. ❑ /8 points

**Strategies:**

- I used the model to help me write my grocery list. ❑
- I used this checklist to make sure that I did everything I was supposed to do. ❑ /2 points

**Total for the Item: /20**




20 minutes

**FIELD OF EXPERIENCE:** Exercise

**PERFORMANCE EVALUATED:** Students will demonstrate their ability:

- to understand the main ideas in ads dealing with special interest courses:
  - by completing a registration form in which they provide information relating to themselves and the ad (comm.),
- to categorize the information (g.l.e.),
- to place the required information in the appropriate section of the registration form (g.l.e.),
- to justify their choice of courses by giving a reason in writing, using a simple sentence (comm.),
- to use appropriate vocabulary, correct subject/verb agreement, correct word order and correct spelling to write this sentence (lang.), and
- to take the risk to communicate a message by providing an answer to the question (g.l.e.).

**EXPERIENCE:** Registering in a special interest course.

**SITUATION/CONTEXT:** Now that things have settled down a bit, you would like to make some new friends, so you decide to get involved in an activity offered by the community. You read through the ads in your local newspaper to help you decide in which special interest course you wish to register.

**COMMUNICATIVE TASK:** Reading special interest ads in order to choose a course and register in it.

**INSTRUCTIONS:**

*Remember to follow the instructions **very carefully** as you will receive **marks** for doing different parts of the test item. Remember also to use what you know in French to do the best you can.*

1. Read the registration form to see what information is required.
2. Then, read all three ads.
3. Decide which course you want to take.
4. Put a check mark on the ad for the course you want to take.
5. Complete the registration form by using the information given in the ad and by providing any personal information requested.

**N° 5**

# *COLLÈGE DE BELLEVILLE*

## FORMULAIRE D'INSCRIPTION
### SESSION D'AUTOMNE

Nom de famille : _____ Prénom : _____

Adresse : _____

Ville : _____ Province : _____ Code postal : _____

Numéro de téléphone : _____ Âge : _____

| Quel cours? | Quel niveau? | Quel(s) jour(s)? |
|---|---|---|
| | | |

| À quelle heure? | Quel centre? | Quel prix? |
|---|---|---|
| | | |

Pourquoi est-ce que ce cours t'intéresse? _____

_____

Signature : _____ Date : _____

**How You Will Be Evaluated:**

| | |
|---|---|
| 1 point for checking off an ad | /1 |
| 1 point for appropriately filling in each blank | /8 |
| 2 points for appropriately filling in each box | /12 |
| 2 points for attempting to complete the form | /2 |
| **Total for this Section:** | **/23** |

**How You Will Be Evaluated:**

| | |
|---|---|
| Providing appropriate answers for this section | /3 |
| Using the correct form of the date in French | /1 |
| Using the language correctly | /3 |
| Taking the risk to write an answer to the question | /1 |
| **Total for this Section:** | **/8** |

**Total for this Item: /31**

82

N° 5

***Apprenez à vous défendre!***

***Suivez un cours***

***de judo ou de karaté***

Lundi et mercredi, de 17 h à 18 h, **niveaux** : ceintures blanche, jaune, orange (Débutant)

ou

Mercredi et jeudi, de 19 h à 20 h, **niveaux** : ceintures verte 1, verte 2 (Intermédiaire)

ou

Vendredi, de 16 h 30 à 18 h, **niveaux** : ceintures brune 1, brune 2, noire (Avancé)

## SPÉCIAL D'AUTOMNE - 99 $

- uniforme
- deux mois d'entraînement
- TPS incluse

Cours de judo : salle 102 Cours de karaté : gymnase

**Centre communautaire**

**Téléphone : 706-1248; Télécopieur : 708-5970**

N° 5

## La Société canadienne de la Croix-Rouge offre une variété de cours de natation au CENTRE RÉCRÉATIF LAFONTAINE

La Société canadienne de la Croix-Rouge*

**Niveaux** : jaune (débutant) ⇨ blanc (avancé)
(40 $/session)

| Niveaux / Jour | Jaune ⇨ | Orange ⇨ | Rouge ⇨ | Marron ⇨ | Bleu ⇨ | Vert ⇨ | Gris ⇨ | Blanc |
|---|---|---|---|---|---|---|---|---|
| Du lundi au vendredi | 16 h | 17 h | 18 h | 16 h | 17 h | 18 h | 19 h | 20 h |
| Samedi | 9 h<br>12 h | 10 h<br>15 h | 11 h<br>16 h | 9 h<br>12 h | 8 h<br>13 h | 11 h<br>14 h | 10 h<br>15 h | 12 h<br>16 h |

Pour plus de renseignements, téléphonez au 705-4300.

## CENTRE ÉQUESTRE LAMONTAGNE vous offre des cours d'équitation cet automne.

- **Leçons individuelles (200 $/session) ou en groupe (100 $/session)**
- **Cours offerts tous les jours de la semaine**
- **Niveaux :**
  - **débutant - 17 h à 18 h**
  - **élémentaire - 18 h à 19 h**
  - **intermédiaire - 19 h à 20 h**
  - **avancé - 20 h à 21 h**

**Pour plus de renseignements, composez le 1-800-CHEVAUX**

*Reproduit avec l'autorisation de la Société canadienne de la Croix-Rouge.

## TRANSCRIPTION DES TEXTES ORAUX/ORAL TEXT TRANSCRIPTS

***ITEM N° 1***

Exemple : Mettez la plante verte dans le salon.

***ITEM N° 3***

Jeune enfant : Pardon, madame, je cherche deux endroits. Premièrement, est-ce que vous pouvez m'aider à trouver un endroit où je peux faire du cyclisme?

Agente de police : Bien sûr! Tu es ici sur la carte. Voici un X sur ta carte. (*Pause de deux secondes*). Bon, tourne à gauche sur l'avenue de la Poste. Ensuite, continue tout droit, et tourne à droite sur la rue Duval. Continue sur la rue Duval et puis tourne à droite sur l'avenue St-Pierre. Maintenant arrête-toi, regarde à gauche et voilà les pistes. Bon, ça va? Tu comprends?

Jeune enfant : Oui, mais est-ce que vous pouvez répéter les directions?

Agente de police : Bien sûr! Tu pars du X, tourne à gauche sur l'avenue de la Poste, puis tourne à droite sur la rue Duval. Continue tout droit et puis tourne à droite sur l'avenue St-Pierre. Les pistes de bicyclettes sont à ta gauche. Ça va maintenant?

Jeune enfant : Ah oui, merci beaucoup, Madame. Maintenant, est-ce que vous pouvez me dire où je peux faire des sports?

Agente de police : Certainement! Bon, retourne au X sur ta carte. Puis c'est très facile. Tu tournes à droite sur l'avenue de la Poste et tu prends la deuxième rue à gauche. Ensuite, tu continues tout droit, puis tu prends la troisième rue à droite, c'est ça... Continue tout droit jusqu'au bout de la rue, et voilà, le Club des Jeunes Sportifs est devant toi. Ça va?

Jeune enfant : Oui, mais pour être certain, est-ce que vous pouvez répéter les directions une autre fois?

Agente de police : Mais oui! - du X, tourne à droite et prends la deuxième rue à gauche. Continue tout droit et prends la troisième rue à droite. Va tout droit jusqu'au bout de la rue et le club est là devant toi.

Jeune enfant : Ah merci beaucoup, Madame! Ça m'aide beaucoup.

Agente de police : De rien et bonne journée!

**N° 1**

## Oral Production Criteria

**Name:** _____ **Type of Communicative Task:** *Giving instructions to movers*

**Date:** _____

**Characteristics of the Message:**

| *Component* / *Standard* | **Communication** (Content and composition of the message) | | **Culture** (Sociolinguistic aspects) | | **Language** (Vocabulary, grammar, structure, pronunciation) | | **General Language Education** | |
|---|---|---|---|---|---|---|---|---|
| | **Content required:**<br>• Five instructions which include:<br>- five different items ❑ ❑ ❑ ❑ ❑<br>- five different locations ❑ ❑ ❑ ❑ ❑<br>*(1 point per element)* | | **Conventions/ Information required:**<br>• used polite/formal form of you (vous) when giving five instructions* ❑ ❑ ❑ ❑ ❑ | | **Precision required*:**<br>• appropriate vocabulary<br>• agreement between the determiner and the noun<br>• correct word order<br>• correct form of the imperative<br>• correct pronunciation | | **Strategies (possibly employed):**<br>• used illustrations to assist in producing a message ❑<br>• used a checklist to prepare a message ❑ | |
| **Excellent** | **Complete** - all elements requested are present<br>- one or two elements are missing | 10<br>9<br>8 | - used the "vous" form in four or five instructions | 2 | - no language errors are present<br>- one to two errors are present | 6<br>5.5<br>5 | - used both strategies | 2 |
| **Acceptable** | **Partially complete**<br>- three to five elements are missing | 7<br>6<br>5 | - used the "vous" form in three instructions<br>- used the "vous" form in two instructions | 1.5<br>1 | - three to six errors are present | 4.5<br>4<br>3.5<br>3 | - used one strategy | 1 |
| **Not acceptable** | **Insufficient**<br>- five or more elements are missing | 4<br>3<br>2<br>1<br>0 | - used the "vous" form in one or fewer instructions | 0 | - seven or more errors are present | 2.5<br>2<br>1.5<br>1<br>0.5<br>0 | - did not use any strategies | 0 |
| **Total:** /20 | | /10 | *If the distinction between the use of "tu" and "vous" has not been made with the students, this component should not be evaluated | /2 | *For every language error, deduct 0.5 of a point. | /6 | | /2 |

**Total for the Item:** /20

**N° 2**

## Oral Production Criteria

**Name:** _____

**Type of Communicative Task:** *Describing a person and what he/she is wearing.*

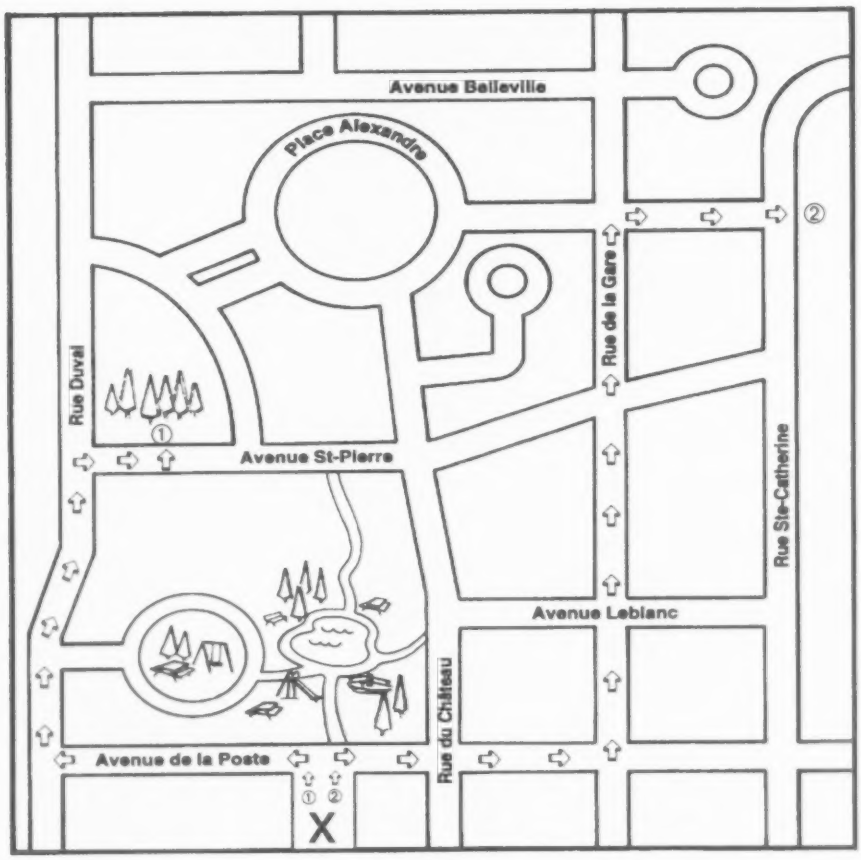
**Date:** _____

**Characteristics of the Message:**

| *Component* / *Standard* | **Communication** (Content and composition of the message) — **Oral Comprehension** | | **Communication** — **Oral Production** | | **Culture** (Sociolinguistic aspects) | **Language** (Vocabulary, grammar, structure, pronunciation) | | **General Language Education** | |
|---|---|---|---|---|---|---|---|---|---|
| | **Understood request for the following information:**<br>• name ❑<br>• age ❑<br>• clothing worn ❑<br>• number of items ❑<br>• details relating to clothing ❑<br>• total of three details ❑<br>• affirmative or negative answer to last question ❑ | | **Content required:**<br>• name of missing person ❑<br>• age ❑<br>• three items of clothing ❑ ❑ ❑<br>• three details (colour, size, etc.) relating to clothing ❑ ❑ ❑ | | | **Precision required:**<br>**Major focus***<br>- correct adjectival form and placement<br>- correct verb and verb form<br>**Minor focus****<br>- determiner/noun agreement<br>- appropriate vocabulary<br>- correct pronunciation | | **Strategies (possibly employed):**<br>• tolerated ambiguity* ❑<br>• took the risk to produce a message spontaneously ❑ | |
| **Excellent** | - all seven elements were understood<br>- one element was not understood | 7<br>6 | **Complete** - all elements were present<br>- one element was missing | 8<br>7 | | - no language errors were present<br>- a few errors were present | 8<br>7.5<br>6.5 | - used both strategies | 2 |
| **acceptable** | - two elements were not understood<br>- three elements were not understood | 5<br>4 | **Partially complete** - two to four elements were missing | 6<br>5<br>4 | | - some errors were present | 6<br>5.5<br>5<br>4.5<br>4 | - used one strategy | 1 |
| **Not Acceptable** | - more than four elements were not understood | 3<br>2<br>1<br>0 | **Insufficient** - five or more elements were missing | 3<br>2<br>1<br>0 | | - many errors were present | 3.5<br>3<br>2<br>1<br>0 | - did not use any strategies | 0 |
| **Total:** /25 | | /7 | | /8 | | * For each error in the major focus, deduct 1 point.<br>** For each error in the minor focus, deduct 0.5 of a point. | /8 | * oral comprehension strategy | /2 |

**Total for the Item:** /25

N° 3




**Belleville**

**Evaluation Criteria:**

Location **No. 1** — 2 points for turning left on to *avenue de la Poste*
1 point for going straight on *avenue de la Poste*
2 points for turning right on to *rue Duval*
1 point for continuing straight on *rue Duval*
2 points for turning right on *avenue St-Pierre*
2 points for correctly indicating the first place /10

Note :

La distinction entre la pondération d'un point ou de deux points est reliée au besoin de tourner ou de simplement continuer sur la même rue, sauf dans le dernier cas où on demande à l'élève de se rendre au bout de la rue.

Location **No. 2** — 2 points for turning right on to *avenue de la Poste*
1 point for continuing to *rue de la Gare*
2 points for turning left on *rue de la Gare*
1 point for continuing up to the third street
2 points for turning right
2 points for going to the end of the street
2 points for correctly indicating the second place /12

Use of tracing to demonstrate comprehension /2

**Total for the Item: /24**



BEST COPY AVAILABLE

**N° 4**

## Written Production Criteria

**Name:** _____ **Type of Communicative Task:** *Writing out a grocery list*

**Date:** _____

**Characteristics of the Message:**

| *Component* / *Standard* | **Communication** (Content and composition of the message) | | **Culture** (Sociolinguistic aspects) | **Language** (Vocabulary, grammar, structure, spelling) | | **General Language Education** | |
|---|---|---|---|---|---|---|---|
| | **Content required:**<br>• five different ingredients ❑ ❑ ❑ ❑ ❑<br>• five quantities ❑ ❑ ❑ ❑ ❑ | | | **Precision required*:**<br>• appropriate vocabulary<br>• correct word order<br>• correct use of partitives or quantities<br>• spelling | | **Strategies (possibly employed):**<br>• used a model to prepare a grocery list ❑<br>• used a checklist to verify the grocery list ❑ | |
| **Excellent** | **Complete** - all elements requested are present | 10 | | - no language errors are present | 8 | - used both strategies | 2 |
| | - one element is missing | 9 | | | | | |
| | - two elements are missing | 8 | | - one error is present | 7 | | |
| **Acceptable** | **Partially complete** - three to five elements are missing | 7 | | - two to four errors are present | 6 | - used one strategy | 1 |
| | | 6 | | | 5 | | |
| | | 5 | | | 4 | | |
| **Not acceptable** | **Insufficient** - six or more elements are missing | 4 | | - more than four errors are present | 3 | - did not used any strategies | 0 |
| | | 3 | | | 2 | | |
| | | 2 | | | 1 | | |
| | | 1 | | | 0 | | |
| | | 0 | | | | | |
| **Total:** /20 | | /10 | | *For every language error, deduct 1 point. | /8 | | /2 |

**Total for the Item:** /20

N° 5

*Note :
Vous pouvez accepter une adresse de Belleville ou l'adresse de l'élève.

# *COLLÈGE DE BELLEVILLE*

## FORMULAIRE D'INSCRIPTION
### SESSION D'AUTOMNE

Part 1

Nom de famille : _____ Prénom : _____

*Adresse : _____

Ville : _____ Province : _____ Code postal : _____

Numéro de téléphone : _____ Âge : _____

Part 2

| Quel cours? | Quel niveau? | Quel(s) jour(s)? |
|---|---|---|
| | | |

| À quelle heure? | Quel centre? | Quel prix? |
|---|---|---|
| | | |

Part 3

Pourquoi est-ce que ce cours t'intéresse? _____

_____

Signature : _____ Date : _____

**Evaluation Criteria:**

| | |
|---|---|
| 1 point for checking off the course selected (strategy) | /1 |
| 1 point for appropriately filling in each blank in **Part 1** | /8 |
| 2 points for appropriately filling in each box in **Part 2** | /12 |
| 1 point for successfully filling in **at least 4 blanks** in **Part 1** (strategy) | /1 |
| 1 point for successfully completing **at least 3 boxes** in **Part 2** (strategy) | /1 |
| **Total for Reading Comprehension Section:** | **/23** |

**N° 5 - Part 3**

## Written Production Criteria

**Name:** _____ **Type of Communicative Task:** *Filling in a registration form*

**Date:** _____

**Characteristics of the Message:**

| *Component* / *Standard* | **Communication** (Content and composition of the message) | | **Culture** (Sociolinguistic aspects) | | **Language** (Vocabulary, grammar, structure, spelling) | | **General Language Education** | |
|---|---|---|---|---|---|---|---|---|
| | **Content required*:**<br>• giving a logical reason for wanting to take the course /1.5<br>• giving a comprehensible answer /1<br>• signing the form /0.5 | | **Conventions/Information required:**<br>• correct form for writing the date | | **Precision required*:**<br>• appropriate vocabulary<br>• correct word order<br>• correct subject/verb agreement<br>• spelling | | **Strategies (possibly employed):**<br>• took the risk to write a message ❑ | |
| **Excellent** | **Complete** - all elements requested are present | 3 | - used an appropriate form for the date | 1 | - no language errors are present | 3 | - made a successful attempt at writing a message | 1 |
| | - a minor detail is missing | 2.5 | | | - one error is present | 2.5 | | |
| **Acceptable** | **Partially complete** - most details are present and are fairly comprehensible | 2 | - used a somewhat appropriate form for the date | 0.5 | - two errors are present | 2 | - attempted to write a message (half French/half English statement) | 0.5 |
| | | 1.5 | | | - three errors are present | 1.5 | | |
| **Not acceptable** | **Insufficient** - too many details are missing which make comprehension difficult | 1 | - used a totally inappropriate form for the date | 0 | - four or more errors are present | 1 | - made no attempt to take the risk of writing a message | 0 |
| | | 0.5 | | | | 0.5 | | |
| | | 0 | | | | 0 | | |
| **Total:** /8 | * - Deduct one point for each illogical, incomprehensible answer.<br>- Deduct 0.5 of a point for a missing signature or an incorrect word. | /3 | | /1 | * For every error, deduct 0.5 of a point. | /3 | | /1 |

**Total for this Part:** /8

**Total for the Item:** /31

## Language Competency Profile - Beginning Level 2

| *Language Skill* / *Component* | *L.C.* | *R.C.* | *O.P.* | *W.P.* | *Total Number of Marks by Component* | *% of Test by Component* |
|---|---|---|---|---|---|---|
| Experience/ Communication | No. 2 (7)<br>No. 3 (22) | No. 5 (20)<br>*(Parts 1 and 2)* | No. 1 (10)<br>No. 2 (8) | No. 4 (10)<br>No. 5 (3)<br>*(Part 3)* | 80 | 67% |
| Culture | Subsumed* | Subsumed* | No. 1 (2) | No. 5 (1)<br>*(Part 3)* | 3 | 2% |
| Language | Subsumed* | Subsumed* | No. 1 (6)<br>No. 2 (8) | No. 4 (8)<br>No. 5 (3) | 25 | 21% |
| General Language Education | No. 2 (1)<br>No. 3 (2) | No. 5 (3)<br>*(Parts 1 and 2)* | No. 1 (2)<br>No. 2 (1) | No. 4 (2)<br>No. 5 (1)<br>*(Part 3)* | 12 | 10% |
| **Total Number of Marks by Language Skill** | 32 | 23 | 37 | 28 | 120 | 100% |
| **% of Test by Language Skill** | 27% | 19% | 31% | 23% | 100% | |

*Remember that when culture or language is subsumed it means that the component is present, but that the task, as such, does not lend itself to an authentic evaluation of the component.

## Language Competency Profile — Beginning Level 2

**Student's Name:** _____

**Date:** _____

| *Language Skill* / *Component* | *L.C.* | *R.C.* | *O.P.* | *W.P.* | *Total Number of Marks by Component* | *% of Test by Component* |
|---|---|---|---|---|---|---|
| Experience/ Communication | /29 | /20 | /18 | /13 | /80 | /67% |
| Culture | | | /2 | /1 | /3 | /2% |
| Language | | | /14 | /11 | /25 | /21% |
| General Language Education | /3 | /3 | /3 | /3 | /12 | /10% |
| **Total Number of Marks by Language Skill** | /32 | /23 | /37 | /28 | /120 | 100% |
| **% of Test by Language Skill** | /27% | /19% | /31% | /23% | 100% | |

**Comments:** _____

## TABLEAU DE SPÉCIFICATIONS/TABLE OF SPECIFICATIONS

| Test Item | Language Skills Evaluated*/ Present | Learner Expectations Evaluated (Directly/ Indirectly)** | Communicative Task | Techniques | Thinking Skills Used*** | | | | | Product | Program Components Evaluated |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | **O.P.**<br>L.C. | 1e, 2b, 3, 5, 5b, 5g, 6c, 6d | Giving instructions to the movers in order to assist them in the placement of the family's belongings. | - following a model<br>- using illustrations to prepare a message<br>- using a checklist to verify content and accuracy | **K/U** | **APP** | **AN** | **SYN** | **EVAL** | Oral instructions | E/C, C, L, GLE |
| 2 | **L.C.**<br>**O.P.** | 1b, 2a, 2b, 4, 5, 5a, 5c, 5d, 5e, 5g, 6b, 6c, 6d | Listening to and answering questions orally about a missing person and what he/she is wearing in order to help find him/her. | - listening to questions<br>- answering questions | **K/U** | **APP** | **AN** | **SYN** | **EVAL** | Role-play | E/C, L, GLE |
| 3 | **L.C.**<br>R.C. | 1a, 2a, 3, 4, 5, 5b, 5d, 5g, 6b, 6d | Listening to directions in order to locate two places on a map. | - selecting information<br>- transferring selected information on to a map by tracing it | **K/U** | **APP** | **AN** | **SYN** | **EVAL** | Traced map | E/C, GLE |
| 4 | **W.P.**<br>R.C. | 1d, 2b, 5, 5f, 5g, 6a, 6c, 6d | Writing a grocery list in order to go shopping for the ingredients needed to make a pizza. | - following a model to create a grocery list<br>- listing items on a grocery list<br>- using a checklist to verify content and accuracy | **K/U** | **APP** | **AN** | **SYN** | **EVAL** | Grocery list | E/C, L, GLE |
| 5 | **R.C.**<br>**W.P.** | 1c, 2a, 2b, 3, 4, 5, 5d, 5e, 5g, 6a, 6b, 6c, 6d | Reading special interest ads in order to choose a course and register in it. | - selecting and categorizing information<br>- filling in information | **K/U** | **APP** | **AN** | **SYN** | **EVAL** | Completed registration form | E/C, C, L, GLE |

*The main language skill(s) being tested appear(s) in bold print. (Overlapping respects the program's multidimensional, integrated orientation.)

**Learner expectations numbering corresponds to the numbering on page 91.

***The thinking skills have been abbreviated in the following manner:

K/U = Knowledge/Understanding
APP = Application
AN = Analysis
SYN = Synthesis
EVAL = Evaluation

The darkness of the shading indicates the degree of emphasis being placed on the thinking skills indicated.

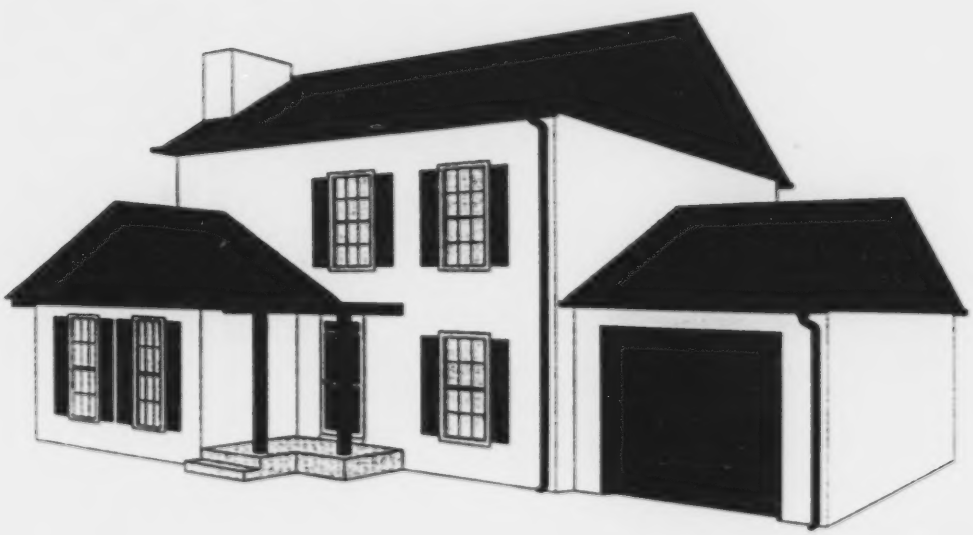
## Program of Studies — Beginning Level 2

| Learner Expectation Number | Learner Expectations |
|---|---|
| 1(a) | engage in language experiences involving the community |
| 1(b) | engage in language experiences involving clothing |
| 1(c) | engage in language experiences involving exercise |
| 1(d) | engage in language experiences involving food |
| 1(e) | engage in language experiences involving housing |
| 2 (a) | understand the meaning of a series of simple oral or written statements using basic vocabulary and commonly used sentences |
| 2(b) | express their communicative intent by producing, orally and in writing, simple and/or commonly used messages containing one or two statements in a structured context |
| 3 | identify concrete facts that reveal the presence of francophone individuals and groups at the local and provincial/regional levels, and use simple sociolinguistic conventions when appropriate |
| 4 | understand the sound-symbol system, vocabulary and word order appropriate to simple oral or written messages in the present tense |
| 5 | use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, while respecting word order in the present tense and using the following linguistic elements: |
| 5(a) | qualifying adjectives |
| 5(b) | the imperative form (singular) |
| 5(c) | possessive adjectives (**mon**, **ma**, **mes**, **ton**, **ta**, **tes**, **son**, **sa**, **ses**) |
| 5(d) | **-ER** verbs in the present tense, using the appropriate personal pronoun |
| 5(e) | the questions: **qu'est-ce que...?, qui...?, quand est-ce que...?, où est-ce que...?, quel...?** |
| 5(f) | the partitive |
| 5(g) | linguistic elements from Beginning Level 1 |
| 6(a) | identify the meaning of words by their roots in oral and written communications |
| 6(b) | identify related words orally and in writing |
| 6(c) | respond voluntarily to a statement or to aspects of non-verbal communication |
| 6(d) | identify, orally and in writing, with the teacher's assistance, key words needed to follow directions concerning a task |

# GUIDE D'ADMINISTRATION POUR LE TEST MODÈLE DU NIVEAU DÉBUTANT 3

# ADMINISTRATION GUIDE FOR THE BEGINNING LEVEL 3 MODEL TEST

***«Seul à la maison/Home Alone!»***



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## PLAN DU TEST MODÈLE POUR LE NIVEAU DÉBUTANT 3

**«Seul à la maison/Home Alone!»**

| DOMAINES D'EXPÉRIENCE | *Les beaux-arts* | *Les vacances* | *Les activités* | *L'hygiène et la sécurité* | *Les métiers et professions* |
|---|---|---|---|---|---|
| **TÂCHE COMMUNICATIVE** | Écouter un message enregistré afin de prendre en note l'information donnée à l'intention de ses parents.<br>**C.O.** | Lire un itinéraire de voyage afin de trouver l'information nécessaire pour contacter ses parents.<br>**C.É.** | Écrire une note pour dire à quelqu'un ce qu'on fait et où on est.<br>**P.É.** | Créer une affiche qui traite de l'hygiène ou de la sécurité afin de donner des renseignements aux enfants sur ce qu'on doit faire ou ne pas faire quand on est seul à la maison.<br>**C.É. / P.É.** | Laisser un message sur un répondeur téléphonique pour expliquer un problème et demander de l'aide.<br>**P.O.** |
| **COMPOSANTES DIRECTEMENT ÉVALUÉES** | • Communication<br>• Formation langagière générale | • Communication<br>• Formation langagière générale | • Communication<br>• Culture<br>• Langue<br>• Formation langagière générale | • Communication<br>• Langue<br>• Formation langagière générale | • Communication<br>• Culture<br>• Langue<br>• Formation langagière générale |
| **COMPOSANTE(S) PRÉSENTE(S) ET NON ÉVALUÉE(S)** | • Culture<br>• Langue | • Culture<br>• Langue | | • Culture | |



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## BEGINNING LEVEL 3 TEST PLAN

**«Seul à la maison/Home Alone!»**

| FIELDS OF EXPERIENCE | *The Fine Arts* | *Vacations* | *Activities* | *Hygiene and Safety* | *Trades and Professions* |
|---|---|---|---|---|---|
| **COMMUNICATIVE TASK** | Listening to a telephone message on an answering machine in order to take down information for one's parents.<br>**L.C.** | Reading a travel itinerary so as to be able to find information required to contact one's parents.<br>**R.C.** | Leaving written notes so as to inform someone of one's activities and whereabouts.<br>**W.P.** | Creating a health and safety poster for children in order to inform them of what they should or should not do when they are home alone.<br>**R.C. / W.P.** | Leaving a message on an answering machine in order to explain a problem and get some help.<br>**O.P.** |
| **COMPONENTS DIRECTLY EVALUATED** | • Communication<br>• General Language Education | • Communication<br>• General Language Education | • Communication<br>• Culture<br>• Language<br>• General Language Education | • Communication<br>• Language<br>• General Language Education | • Communication<br>• Culture<br>• Language<br>• General Language Education |
| **COMPONENT(S) PRESENT BUT NOT EVALUATED** | • Culture<br>• Language | • Culture<br>• Language | | • Culture | |



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## NOTES EXPLICATIVES

### Information générale

Pour bien utiliser ce test, il est important de se familiariser avec les cinq items qui le composent pour en connaître le contenu, la performance visée et les critères d'évaluation suggérés.

Le test peut être administré en une ou plusieurs session(s). Par exemple, on peut échelonner les items sur une période d'une semaine ou administrer le test en entier en une seule session d'environ une heure et demie.

Cependant, cette période de temps ne couvre pas nécessairement le temps dont l'évaluateur aura besoin pour administrer l'item de production orale à tous les élèves. Ce temps dépendra du nombre d'élèves, des raisons pour lesquelles ils passent le test, et des conditions dans lesquelles le test sera administré. Par exemple, a-t-on accès à plusieurs magnétophones, ce qui permet aux élèves de passer le test en même temps, ou a-t-on accès seulement à un magnétophone, que les élèves doivent utiliser à tour de rôle? On doit répondre à ces questions avant d'administrer le test.

Ce test présente l'item de compréhension orale au début du test (N° 1*), suivi d'un item de compréhension écrite (N° 2*), d'un item de production écrite (N° 3*), d'un item de compréhension écrite/production écrite (N° 4*) et d'un item de production orale (N° 5*). Cet ordre peut toutefois être changé selon les besoins, mais certaines adaptations seront nécessaires. On doit disposer d'un magnétophone pour l'item de compréhension orale (N° 1*). Les textes oraux pour les tests Débutant 1, 2 et 3 sont enregistrés sur une cassette. L'enseignant peut, s'il le désire, reproduire sur une autre cassette le texte nécessaire pour administrer ce test. On a aussi besoin d'un magnétophone et de cassettes vierges pour l'item de production orale (N° 5*).

*Dans ce test les items sont identifiés de cette façon :



## DIRECTIONS FOR USE

### General Information

In order to use this test as intended, it is important that you read through the entire test so as to become familiar with the test items, the performance required and the suggested evaluation criteria used for each test item.

The test can be administered as separate items or it can be given all at once. For example, each test item could be given one at a time in the course of a week or the students could be given the entire test to be completed over the period of approximately one and a half hours.

This time frame, however, does not include the amount of time required by the evaluator to administer the oral production item to all the students. The amount of time for this will depend on the number of students taking the test, the reason for which they are taking it and the conditions under which it will be administered. For example, will the students have access to a number of tape recorders where they will be able to take the test at the same time or will they have access to only one tape recorder where they will have to tape their message one at a time? These questions will need to be addressed before administering the test.

This test presents the oral comprehension item at the beginning of the test (No. 1*), followed by a reading comprehension item (No. 2*), a written production item (No. 3*), a reading comprehension/written production item (No. 4*) and an oral production item (No. 5*). This order can be changed, however, to facilitate the administration of the test, but adaptations will need to be made. A cassette player is required for the oral comprehension item (No. 1*). The audio texts for the Beginning 1, 2 and 3 tests are only available on one cassette. Therefore, you may want to make a separate copy of the audio text required for this test. A cassette player and blank tapes are also needed for the oral production item (No. 5*).

*In this test, the items are identified in this fashion:

Il est à noter que les renseignements destinés à l'élève suivent le symbole et ceux destinés à l'enseignant sont inscrits sur un papier bloc-notes . À titre d'information, le temps approximatif alloué à chaque item est indiqué près du symbole .

Afin de faciliter la correction du test, un guide et des grilles de correction sont disponibles. Il existe aussi une grille permettant de dresser clairement le profil de la compétence langagière de l'élève. Cette grille facilite la tâche de communiquer les résultats obtenus à cet élève ou à ses parents.

Bien que les composantes culture et langue fassent partie intégrante de chaque item, il est souvent difficile d'évaluer directement/explicitement ces composantes sans perdre l'authenticité de la tâche demandée. C'est pourquoi, dans ce test, ces composantes seront quelquefois évaluées directement et quelquefois subsumées sous les autres composantes.

Le test annoté contient toute l'information nécessaire pour aider l'évaluateur à administrer le test. Le test de l'élève contient seulement l'information destinée à l'élève, soit : la situation/le contexte, la tâche communicative, les directives, les critères d'évaluation et la pondération. Le test de l'élève est disponible sous forme de feuilles reproductibles. L'enseignant peut en faire autant de copies qu'il le désire.

**Suggestions pour amorcer le test**

Un aspect très important de ce genre de test est la «contextualisation» des items. On doit donc donner l'occasion aux élèves de se familiariser avec la structure du test. Il faut alors réserver un peu de temps avant de commencer le test pour donner l'occasion aux élèves de se familiariser avec le test et sa présentation. En prenant ce temps au début, on aidera les élèves à vivre une meilleure expérience en situation d'évaluation.

Please note that information which is intended for the student is indicated by the hand symbol ( )and information for the teacher is written on a pinned note (  ). For information purposes an approximate time has been allocated to each test item and is indicated by the watch symbol (  ).

A correction guide and grids are available to facilitate the marking of the test. A grid for writing up the student's proficiency profile is also available in order to facilitate the sharing of the results with the student or his/her parents.

Please note that the culture and language components are present in every test item; however, it is often difficult to evaluate directly/explicitly these particular components without losing authenticity. Therefore, in some cases a particular component will be evaluated directly and in other cases it will be subsumed under other components.

Also note that the annotated test provides all the necessary information to assist the evaluator in administering the test. The student's test contains only the information that is pertinent to the student, i.e., the situation/context, the communicative task, the instructions, the evaluation criteria and the marks awarded to each part of the test item. The student's test is available as blackline masters so that teachers can make as many copies as needed.

**Suggestions for Beginning the Test**

An important part of this type of test is the "contextualization" of the items. Therefore, students will need to be given an opportunity to understand how this test has been designed. Time needs to be taken before starting the test in order to provide students with the opportunity to become comfortable with the test-taking situation and the format of the test. Taking time at the beginning will ensure that the students will have a more enjoyable testing experience.

Voici quelques suggestions pour amorcer le test :

Premièrement, décider quand et comment on va expliquer la façon de procéder et l'organisation du test.

Prendre un peu de temps la veille de l'administration du premier item pour :

- expliquer la structure du test (voir «What You Need to Know Before You Begin the Test»).
- lire à haute voix le titre et le contexte général du test aux élèves (voir «Beginning the Test»).
- faire un remue-méninges à partir des réactions des élèves face au titre et au contexte général, en posant des questions telles que :
  - qu'est-ce que ce titre et ce contexte général te suggèrent?
  - as-tu déjà été seul à la maison?
  - qu'est-ce que tu as fait pendant ce temps?
  - quand tu es seul, qu'est-ce que tu fais?
  - qu'est-ce que tu aimes faire?
- expliquer la raison d'être des listes de contrôle qui suivent les items de production orale et écrite et la façon de s'en servir (N^os^ 3 et 5).
- indiquer aux élèves ce qu'ils doivent apporter pour passer le test : crayons ou stylos, gomme à effacer.

**Autres suggestions**

- Si on veut économiser le papier, on pourrait faire des transparents des deux premières pages pour amorcer le test et aussi d'autres transparents des directives pour chaque item. Ces transparents devraient être projetés pour la durée de l'administration de chaque item.

- Toutes les directives sont enregistrées sur la cassette. À vous le choix de les utiliser ou de ne pas les utiliser.

Here are some suggestions for beginning the test:

First, decide how and when you will introduce the testing procedures and the organization of the test.

Take some time the day before administering the first item to:

- explain how the test is organized (refer to "What You Need to Know Before You Begin the Test").
- read aloud the title and the general context of the test to the students (refer to "Beginning the Test").
- brainstorm students' reactions to the title and general context by asking questions such as:
  - what does this title and general context mean to you?
  - have you ever been home alone?
  - what did you do during that time?
  - when you are home alone what do you do?
  - what do you like to do?
- explain the purpose and the use of checklists for the production items (Nos. 3 and 5).
- indicate what materials the students will need to take this test: pencils or pens, eraser.

**Other Suggestions**

- If paper is a problem, you can make transparencies of the first two pages to introduce the test and of the instruction pages for each item. These transparencies will need to remain on the overhead for the duration of each item.

- All the instructions are available on tape. You may choose to use or not to use them.

- Puisque toutes les directives sont enregistrées, les élèves qui étaient absents le jour du test pourraient avoir accès aux directives pour les items qu'ils ont manqués. On pourrait faire une copie des directives dont chaque élève a besoin pour qu'il puisse passer le test sans l'aide de l'enseignant.

- La version française du contexte général qui se trouve ci-dessous, pourrait remplacer ou être utilisée avec la version anglaise.

- Since all the instructions are available on tape, students who were absent can have access to individual parts of the test. A copy can be made of the parts each student missed so that s/he can do the test without the teacher's assistance.

- The French version of the "contexte général" found below can be used instead of or with the English version if desired.

## Contexte Général

NOTE :

Dans ce test, le générique masculin est utilisé sans aucune discrimination et uniquement dans le but d'alléger le texte.

Tes parents viennent de partir pour la fin de semaine. Monique, la personne qui devait rester avec toi, vient d'avoir un accident d'auto et elle s'est cassé une jambe. Elle doit passer la nuit à l'hôpital et tu te rends compte que tu vas être «seul à la maison» ce soir.

Tu essaies d'imaginer comment tu te sentirais si tu devais passer toute la fin de semaine seul. Tu décides que tu pourrais facilement planifier tes propres activités, résoudre les problèmes qui se présentent et montrer à tes parents que tu es en fait une personne très responsable.

Dans ce test, on te présente cinq occasions de montrer que tu peux très bien te débrouiller seul.

Montre-nous ce que tu peux faire en commençant à la page Déb3-3.

# TEST ANNOTÉ — NIVEAU DÉBUTANT 3

# BEGINNING LEVEL 3 — ANNOTATED TEST

## What You Need to Know Before You Begin the Test

NOTE:

Avant d'amorcer ce test, voir les idées et les suggestions données pour cette étape dans les «Notes explicatives» au début du guide d'administration.

This test is made up of a general context and five test items. The test starts off with a general context which is like the beginning of a story. You will become the main character in this story and you will experience five different situations, all of which are related to the general context. These situations are called the **"Situation/Context"** and continue the story presented in the general context. It is very important that you read the **situation/context** very carefully, because it provides you with information you will need to do the test item. The way you handle these situations will show what you can do in French.

To help you see quickly what you will be doing in each situation, the following symbols are used:

listening

reading

speaking

writing

A watch at the top of the page will tell you about how much time you have to do the test item.

The hand symbol is used to remind you about something important.

*You are not expected to understand each and every word you hear or read, only the key words/ phrases required to complete the test item. When you are asked to say or write something, use what you know in French to the best of your ability.*

Please continue to the next page.

## BEGINNING THE TEST

**INSTRUCTIONS:**

- Read the title of the test and the general context. For a few seconds, think about what this might mean to you as the main character of this story.

**«Seul à la maison!/Home Alone!»**

NOTE :

Voir les «Notes explicatives» pour la version française de ce contexte général.

**GENERAL CONTEXT:**

Your parents have just gone away for the weekend. Monique, the person who was supposed to stay with you, has just had a traffic accident and suffered a broken leg. She will have to spend the night in the hospital and you realize that tonight you will be "home alone."

You start imagining what it would be like to be alone for the whole weekend. You decide that you could easily plan your activities, solve any problems as they occur and prove that you are in fact a very responsible person.

In this test, you are presented with five different opportunities to show that you are quite capable of coping on your own. Show us what you can do.

Start you adventure on page Déb3-3 .

15 minutes

**FIELD OF EXPERIENCE:** The Fine Arts

**PERFORMANCE EVALUATED:** Students will demonstrate their ability:

- to understand pertinent information relating to a telephone call (comm.),
- to select and categorize the information needed to fill out a telephone message form (g.l.e.), and
- to use their knowledge of the correct placement of this information so as to leave an informative note (g.l.e).

**EXPERIENCE:** Taking down a telephone message.

**SITUATION/CONTEXT:** While you were taking out the garbage, someone has called and left a message for your parents on the answering machine. Out of habit, you take down the information on a note pad used by the family.

**COMMUNICATIVE TASK:** Listening to a telephone message on an answering machine in order to take down information for one's parents.

**INSTRUCTIONS:**

*Remember it is not necessary to write out full sentences. Only the key words are necessary. You can answer in French or English.*

1. Look at the note pad. The first blank has been filled in for you as an example.

2. Listen to the telephone message on the answering machine.

3. The **first time** you listen, jot down the following information on the note pad:
   - the name of the person who called,
   - where the person called from,
   - the telephone number of the person, and
   - the date and the time the person called.

4. The **second time** you listen, jot down the following information on the note pad under the section called "**Message**":
   - the name of the play,
   - the day of the play,
   - the time of the play,
   - the price of each ticket, and
   - before what day and time your parents need to confirm the reservation.

5. The **third time** you listen, check to make sure you have taken down all the required information.

N° 1

**Message téléphonique/Telephone Message**

**À/To:** *Maman/Papa*

**De/From:** _____

**Date/Date:** _____

**Heure/Time:** _____

**N° de téléphone/Telephone No.:** _____

**Message:** _____

_____

_____

_____

_____

_____

**Signé/Signed:** _____

*Remember that in the "Message" section you need to listen for the following information:*

- *the name of the play*
- *the day of the play*
- *the time of the play*
- *the price of each ticket, and*
- *before what date and time your parents need to confirm their reservations.*

**How You Will Be Evaluated:**

| | |
|---|---|
| 2 points for each correct piece of information provided on the note | /22 |
| 1 point for signing the message | /1 |
| 1 point for *selecting* at least six pieces of required information | /1 |
| 1 point for *placing* at least six pieces of required information in the appropriate sections of the note | /1 |
| **Total for the Item:** | **/25** |

10 minutes

**FIELD OF EXPERIENCE:** Vacations

**PERFORMANCE EVALUATED:** Students will demonstrate their ability:

- to understand specific information given in a travel itinerary so as to resolve a problem (comm.) and
- to identify and underline appropriate information related to the problem (g.l.e.).

**EXPERIENCE:** Consulting a travel itinerary.

**SITUATION/CONTEXT:** It's Saturday morning. Monique calls to say she will not be able to leave the hospital until later that day. You decide to find your parents to let them know what has happened and to tell them that you are doing just fine but that you are now home alone.

**COMMUNICATIVE TASK:** Reading a travel itinerary so as to be able to find information required to contact one's parents.

**INSTRUCTIONS:**

1. Look at the thought bubbles on the next page and imagine that these are your thoughts right now.

2. Read the thought bubbles to see what questions you are asking yourself about your parents' whereabouts.

3. Read through the travel itinerary on the page following the questions.

4. Now look at thought bubble No. 1 which has been done for you as an example. Read the question. Look at the itinerary to see where the answer was underlined and how the answer was labelled (#1).

5. Now go back to the thought bubbles. Find the information in the itinerary that answers the other five questions that you have about your parents' whereabouts.

6. When you find the answer to a question, **underline** the information and **write the number** of the question beside the information.

**HOW YOU WILL BE EVALUATED:**

| | |
|---|---|
| 1 point for identifying each piece of required information | /5 |
| 1 point for underlining the information and associating it with the question it answers on the itinerary | /5 |
| **Total for the Item:** | **/10** |

N° 2

Remember what day it is.

1. *Bon, je dois téléphoner à mes parents! Si je ne peux pas trouver l'information dans l'itinéraire, je vais téléphoner à l'agence de voyages. Quel est le numéro de l'agence de voyages?*

2. Dans quelle ville sont mes parents ce soir?

3. À quel hôtel sont-ils?

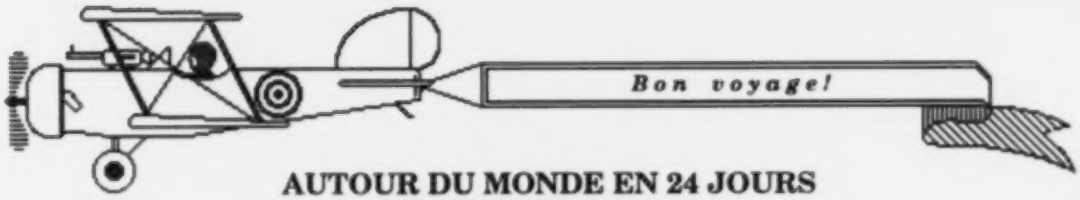
4. Quel est le numéro de téléphone de l'hôtel?

5. Alors, à quelle heure est-ce que je peux parler à mes parents à l'hôtel?

6. Quel jour est-ce que mes parents rentrent à Edmonton?

continue ⇨

N° 2




**AUTOUR DU MONDE EN 24 JOURS**
**AGENCE DE VOYAGES**
**123, rue Jules-Verne**
**Montréal, Québec**
**H3C 0L3** (# 1)
**Téléphone : (514) 469-6384**
**Télécopieur : (514) 470-6394**

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ITINÉRAIRE DE VOYAGE

***Le vendredi 2 juin***

| | |
|---|---|
| 7 h 35 | Départ d'Edmonton - Aéroport International |
| 14 h 25 | Arrivée à Montréal - Aéroport Dorval |
| 16 h - 18 h 30 | Tour du Vieux Montréal |
| 19 h | Dîner au restaurant «Le Saint Amable» |
| | Réservations confirmées : Hôtel Reine Elizabeth |
| | Chambre pour deux personnes - un soir |
| | (514) 483-9977 |

***Le samedi 3 juin***

| | |
|---|---|
| 7 h 30 | Départ pour la ville de Québec - Autobus Voyageur |
| 13 h à 17 h | Visite guidée du Vieux Québec |
| 17 h | Retour à l'hôtel |
| 18 h 30 | Banquet et danse sur le bateau Radisson - Départ devant l'hôtel |
| 23 h 45 | Retour à l'hôtel |
| | Réservations confirmées : Hôtel Chateau Frontenac |
| | Chambre pour deux personnes - un soir |
| | (418) 384-8653 |

***Le dimanche 4 juin***

| | |
|---|---|
| | Retour à Edmonton |
| 17 h 30 | Départ de Québec pour Edmonton via Montréal et Toronto |
| 22 h 30 | Arrivée à Edmonton - Aéroport International |

**Total for the Item: /10**

15 minutes

**FIELD OF EXPERIENCE:** Activities

**PERFORMANCE EVALUATED:** Students will demonstrate their ability:

- to leave written notes indicating what kind of activities they are going to carry out, when, where, with whom, and at what time they will be returning home by using simple sentences to express their ideas (comm.),
- to use the correct time convention (c.),
- to use correct word order, appropriate vocabulary, appropriate prepositions of place, the immediate future and correct spelling (lang.),
- to follow models to prepare their notes (g.l.e.), and
- to use the checklist to verify the accuracy and quality of their messages (g.l.e.).

**EXPERIENCE:** Planning one's activities.

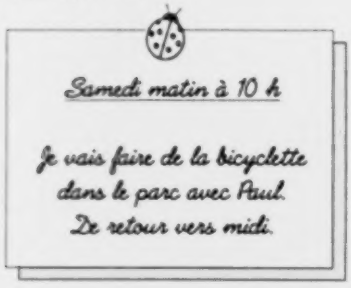
**SITUATION/CONTEXT:** Now that you are going to be alone for most of Saturday, you decide to plan the kinds of things you would like to do. You want to take advantage of your present situation, but at the same time you want to be responsible. You decide to leave messages on the fridge so that when Monique arrives, she will know where you are and what you are doing.

**COMMUNICATIVE TASK:** Leaving written notes so as to inform someone of one's activities and whereabouts.

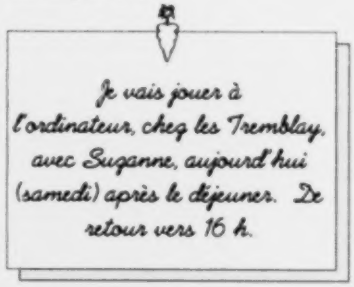
**INSTRUCTIONS:**

1. Read the two examples given below.

Example No. 1




Example No. 2



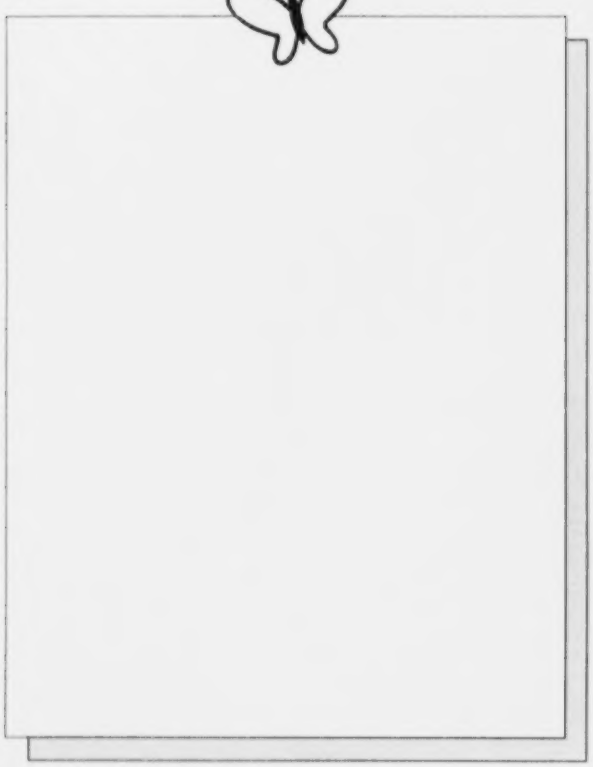

2. Think about two different activities that you plan to do, one for the morning and one for the afternoon.

cont'd . . .

3. Write two different kinds of notes. In each note indicate:
   - the activity you are going to do,
   - when (day and time),
   - where,
   - with whom, and
   - at what time you will be returning home.

4. Use the checklist to make sure that your notes are complete.

*You can use either or both of the examples to help you organize the ideas for your notes, but* ***do not copy them*** *word for word.*



**How You Will Be Evaluated:**

See page Déb3-10.

N° 3

Note :

On a fourni la version française de la liste de contrôle à titre d'exemple seulement.

## LISTE DE CONTRÔLE

En vérifiant ton travail, coche ☑ chaque partie que tu penses avoir réussi à faire.

**Contenu des messages :**

- j'ai choisi deux activités à faire. ❑ ❑
- j'ai laissé un message différent pour chaque activité. ❑ ❑
- j'ai donné l'heure et le jour de chaque activité. ❑ ❑
- j'ai indiqué le lieu de chaque activité. ❑ ❑
- j'ai nommé la personne avec qui j'allais faire chaque activité. ❑ ❑
- j'ai donné l'heure de mon retour à la maison pour chaque activité. ❑ ❑

**Culture :**

- j'ai indiqué l'heure correctement. ❑

**Précision de la langue :**

- j'ai utilisé les bons mots pour :
  - dire quelles activités je faisais. ❑ ❑
  - donner l'heure et le jour des deux activités. ❑ ❑
  - donner le lieu des deux activités. ❑ ❑
- j'ai utilisé la bonne forme des mots d'action. ❑
- j'ai utilisé le bon ordre des mots dans mes phrases. ❑
- j'ai écrit les mots correctement. ❑

**Stratégies :**

- j'ai utilisé les exemples pour préparer mes notes. ❑
- j'ai utilisé cette liste de contrôle pour m'assurer que mes notes étaient complètes. ❑

## CHECKLIST

As you look over your work, check off ☑ each part that you think you were able to do.

**Content of Messages:**

- I chose two different activities to do. ❑ ❑
- I left a different message for each activity. ❑ ❑
- I gave the time and the day for each activity. ❑ ❑
- I said where I was going for each activity. ❑ ❑
- I said who I was with for each activity. ❑ ❑
- I gave the time of my return home for each activity. ❑ ❑ /12 points

**Culture:**

- I used the correct form for writing the time. ❑ /2 points

**Language Use:**

- I used the correct words to:
  - say what two activities I was doing. ❑ ❑
  - give the time and day of the two activities. ❑ ❑
  - give the location of the two activities. ❑ ❑
- I used the correct form of the action words. ❑
- I used the right order for the words I used in my sentences. ❑
- I spelled the words correctly. ❑ /9 points

**Strategies:**

- I used the examples to prepare my notes. ❑
- I used this checklist to make sure that my notes were complete. ❑ /2 points

**Total for the Item: /25**

20 minutes

**FIELD OF EXPERIENCE:** Hygiene and Safety

**PERFORMANCE EVALUATED:** Students will demonstrate their ability:

- to understand the main ideas in written advice in order to select appropriate advice for a poster (comm.),
- to associate a message with different parts of an illustration (g.l.e.),
- to identify the correct order in which these ideas need to be presented (g.l.e.),
- to write health and safety messages on a poster for younger children using simple sentences (comm.),
- to use appropriate vocabulary, correct word order, correct spelling, and to use the appropriate form of the imperative (2nd person singular) (lang.),
- to use the model to create their own messages (g.l.e.), and
- to associate their health/safety messages with the appropriate action in the picture (g.l.e.).

**EXPERIENCE:** Giving health and safety advice.

**SITUATION/CONTEXT:** It's Saturday evening and Monique has still not arrived, so you decide to do your homework. One of your assignments is to create a poster for "Safety Week." Since you've been home alone for a day and a half, you decide to use your experience to create a poster which gives young people some "do's" and "don'ts" about being home alone. You also decide to use your health/safety notes to help you prepare your poster and plan how you are going to place the advice on your poster. You also want to give your poster more "punch," so you decide to use some sentences taken from your notes to create a concluding paragraph.

**COMMUNICATIVE TASK:** Creating a health and safety poster for children in order to inform them of what they should or should not do when they are home alone.

**INSTRUCTIONS:**

1. Look at the safety poster which illustrates some safe and unsafe things to do.

2. Look at your notes "Conseils à suivre" and read through each piece of advice to determine if it applies to the poster. If it does, check if off. The first one has been done for you as an example.

3. For each piece of advice you have checked off, indicate where you are going to place it on the poster by writing the number in a circle and drawing a line to the part of the poster which refers to the advice you are giving. Number One has already been done for you on the poster.

cont'd . . .

*Make sure you use the correct form for giving orders/advice to someone. Spelling counts!*

4. Now choose **two other** situations on the poster that you can write about.

5. For each situation, write a safety or health message on the poster. You can use the notes "Conseils à suivre" to help you write your messages.

6. Write each message in a circle beside the picture and draw a line to the part of the poster which relates to the advice you are giving.

7. To finish the poster, read the four sentences found under "Pour mon paragraphe" to create your concluding paragraph.

8. Decide on a logical order for the four sentences.

9. Indicate the order of the sentences by placing the numbers from 1 to 4 at the beginning of each sentence.

**How You Will Be Evaluated:**

| | |
|---|---|
| 12 points for identifying advice which refers to the poster and correctly indicating the part of the poster it refers to | /12 |
| 8 points for placing the four sentences in the conclusion in the correct order | /8 |
| 1 point for making the association between at least three ideas and three pictures | /1 |
| 1 point for ordering the ideas into a paragraph | /1 |
| **Total for this Section:** | **/22** |

| | |
|---|---|
| 2 points for each health/safety message given | /4 |
| 4 points for correct language use | /4 |
| 1 point for using the examples to create your own messages | /1 |
| 1 point for taking the risk to create original messages | /1 |
| **Total for this Section:** | **/10** |
| **Total for this Item:** | **/32** |

N° 4

**C'est amusant d'être seul à la maison, mais...**

N° 4

## Santé et Hygiène

### Conseils à suivre

*Exemple :* √ Ne laisse pas les déchets sur le plancher!

2. Mange toujours bien, sinon tu peux devenir malade!
3. Ne laisse jamais les produits toxiques où les petits enfants peuvent les trouver facilement!
4. Mets toujours tes déchets dans la poubelle!
5. Ferme toujours la porte à clef quand tu es seul dans la maison!
6. Ne monte pas sur les armoires!
7. Tu dois faire attention quand tu prépares quelque chose à manger.
8. Tu ne dois jamais parler aux étrangers.
9. Si tu ne veux pas te brûler, fais attention à l'eau chaude!

Pour mon paragraphe :

Et, il est aussi important d'écouter les conseils de ses parents.

Les situations dangereuses existent partout dans notre environnement.

Un dernier conseil : quand tu es seul à la maison, sois toujours prudent!

Pour cette raison, il faut faire attention au feu, aux couteaux, aux poisons, à l'eau chaude et aux déchets.

15 minutes

**FIELD OF EXPERIENCE:** Trades and Professions

**PERFORMANCE EVALUATED:** Students will be able to demonstrate their ability:

- to describe orally a problem which needs to be resolved, by providing information relating to the problem, their name, address, telephone number and the time when they can be reached (comm.),
- to use the appropriate social register and social conventions for a telephone call (c.),
- to use appropriate vocabulary, correct word order, the present or immediate future tense as required, subject/verb agreements in the present or immediate future tense and correct pronunciation (lang.),
- to use a checklist to verify that they have all the information required to complete the task (g.l.e.), and
- to take the risk to produce an original message (g.l.e.).

**EXPERIENCE:** Looking for assistance to solve a problem.

**SITUATION/CONTEXT:** You've just finished your homework and Monique still has not arrived, when suddenly something goes wrong. You decide to call for help, but as everything is closed, the best you can do is leave a message on an answering machine to get some help as soon as possible.

**COMMUNICATIVE TASK:** Leaving a message on an answering machine in order to explain a problem and get some help.

**INSTRUCTIONS:**

Note :
Pour rendre cette tâche plus authentique, l'élève devrait enregistrer son message. Toutefois, il pourrait le donner directement à l'enseignant si c'est plus convenable.

1. Decide what kind of problem has come up, for example, the fridge stops working, the dishwasher overflows, the sink is plugged, you have a stomachache/ toothache/earache, your pet is sick or you think there is a prowler outside.

2. Decide who you will need to contact for help.

*You may jot down your ideas or key words but you cannot write out your message in full and then read it.*

3. Before making the call, think about how you are going to say:
   - who you are,
   - who you are calling,
   - what the problem is,
   - what your telephone number and address are, and
   - when you can be reached.

4. Make sure to use formal and polite language when beginning and ending the message.

5. When you are ready, record your message.

cont'd . . .

6. Listen to your message and use the checklist to make sure that it is complete.

7. If you have forgotten any information, you can call back to correct your first message.

**How You Will Be Evaluated:**

**N° 5**

See page Déb3-16 .

Note :
On a fourni la version française de la liste de contrôle à titre d'exemple seulement.

| LISTE DE CONTRÔLE | CHECKLIST |
|---|---|
| En écoutant ton enregistrement, coche ☑ chaque partie que tu penses avoir réussi à faire. | After you listen to the recording, check off ☑ each part that you think you were able to do. |
| **Contenu du message:**<br>- je me suis identifié. ❑<br>- j'ai indiqué qui j'appelais. ❑<br>- j'ai expliqué mon problème. ❑<br>- j'ai donné mon adresse et mon numéro de téléphone. ❑ ❑<br>- j'ai dit quand on pouvait me rejoindre. ❑ | **Content of Message:**<br>- I identified myself. ❑<br>- I indicated who I was calling. ❑<br>- I explained my problem. ❑<br>- I gave my address and phone number. ❑ ❑<br>- I said when I could be reached. ❑ /12 points |
| **Culture :**<br>- j'ai utilisé une salutation convenable. ❑<br>- j'ai utilisé un niveau de langue et de politesse convenable en m'adressant à une personne que je ne connais pas. ❑<br>- j'ai terminé mon message d'une façon convenable. ❑ | **Culture:**<br>- I used an appropriate greeting. ❑<br>- I used the appropriate and polite form of language for a person I do not know. ❑<br>- I ended the message in an appropriate manner. ❑ /6 points |
| **Précision de la langue :**<br>- j'ai utilisé les bons mots pour donner l'information personnelle. ❑<br>- j'ai utilisé les bons mots pour identifier le problème. ❑<br>- j'ai utilisé la bonne forme des verbes. ❑<br>- j'ai utilisé les mots dans le bon ordre. ❑<br>- j'ai bien prononcé les mots. ❑ | **Language Use:**<br>- I used the correct words to give personal information. ❑<br>- I used the correct words to identify the problem. ❑<br>- I used the correct form of the action words (verbs). ❑<br>- I used the words in the right order. ❑<br>- I pronounced the words correctly. ❑ /8 points |
| **Stratégies :**<br>- j'ai utilisé cette liste de contrôle pour m'assurer que mon message était complet. ❑<br>OU<br>- j'ai utilisé cette liste de contrôle pour m'aider à corriger mon message. ❑<br>- j'ai pris le risque de créer un message original. ❑ | **Strategies:**<br>- I used this checklist to make sure my message was complete. ❑<br>OR<br>- I used this checklist to help me correct my message. ❑<br>- I took the risk to create an original message. /2 points |

**Total for the Item: /28**

## Transcription du texte oral/Oral Text Transcript

Note :

Ce message est enregistré trois fois. Pas besoin de rebobiner.

Bonjour, je m'appelle Anne Laporte et j'ai un message pour vous du Théâtre Lasalle. C'est aujourd'hui vendredi, le 2 juin, et il est maintenant dix-sept heures. Je vous téléphone au sujet de vos réservations pour le spectacle «Les Misérables». Nous avons ici deux billets pour vous pour samedi soir, le 10 juin. Cette représentation des «Misérables» commence à 20 h. Le prix des billets est de 25 $ par personne. Vous devez confirmer ces réservations avant 18 h mardi, le 6 juin. Vous pouvez nous téléphoner au 320-8967. Merci, au revoir.

**N° 1**

Note :

La précision de la langue n'est pas évaluée. Ce sont les idées qui comptent.

*Remember that in the "Message" section you need to listen for the following information:*

- *the name of the play*
- *the day of the play*
- *the time of the play*
- *the price of each ticket, and*
- *before what date and time your parents need to confirm their reservations.*

***Message téléphonique/Telephone Message***

**À/To:** Maman/Papa

**De/From:** Anne Laporte /2

**Date/Date:** (vendredi) le 2 juin /2

**Heure/Time:** 17 heures /2

**N° de téléphone/Telephone No.:** 320-8967 /2

**Message:** - confirmer les réservations /2

- avant 18 h, le 6 juin /4
- le spectacle : «Les Misérables» /2
- le 10 juin à 20 h /4
- billets : 25 $ chacun /2

**Signé/Signed:** Signature /1

**Total for providing the required information** /23

1 point for selecting at least six pieces of required information /1

1 point for placing at least six pieces of required information in the appropriate sections of the note /1

**Total for the Item:** /25

N° 2

**AUTOUR DU MONDE EN 24 JOURS**
**AGENCE DE VOYAGES**
**123, rue Jules-Verne**
**Montréal, Québec**
**H3C 0L3**
**Téléphone : (514) 469-6384** (# 1)
**Télécopieur : (514) 470-6394**

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ITINÉRAIRE DE VOYAGE

***Le vendredi 2 juin***

| | |
|---|---|
| 7 h 35 | Départ d'Edmonton - Aéroport International |
| 14 h 25 | Arrivée à Montréal - Aéroport Dorval |
| 16 h - 18 h 30 | Tour du Vieux Montréal |
| 19 h | Dîner au restaurant «Le Saint Amable» |
| | Réservations confirmées : Hôtel Reine Elizabeth |
| | Chambre pour deux personnes - un soir |
| | (514) 483-9977 |

***Le samedi 3 juin*** (# 2)

| | |
|---|---|
| 7 h 30 | Départ pour la ville de Québec - Autobus Voyageur |
| 13 h à 17 h | Visite guidée du Vieux Québec |
| 17 h | Retour à l'hôtel |
| 18 h 30 | Banquet et danse sur le bateau Radisson - Départ devant l'hôtel |
| 23 h 45 (# 5) | Retour à l'hôtel |
| | Réservations confirmées : Hôtel Chateau Frontenac (# 3) |
| | Chambre pour deux personnes - un soir |
| | (418) 384-8653 (# 4) |

***Le dimanche 4 juin*** (# 6)

| | |
|---|---|
| | Retour à Edmonton |
| 17 h 30 | Départ de Québec pour Edmonton via Montréal et Toronto |
| 22 h 30 | Arrivée à Edmonton - Aéroport International |

1 point for identifying each piece of required information (comm.) /5

1 point for underlining the information and for associating it with the question it answers (g.l.e.) /5

**Total for the Item: /10**

**N° 3**

# Written Production Criteria

**Name:** _____ **Type of Communicative Task:** *Writing simple notes*

**Date:** _____

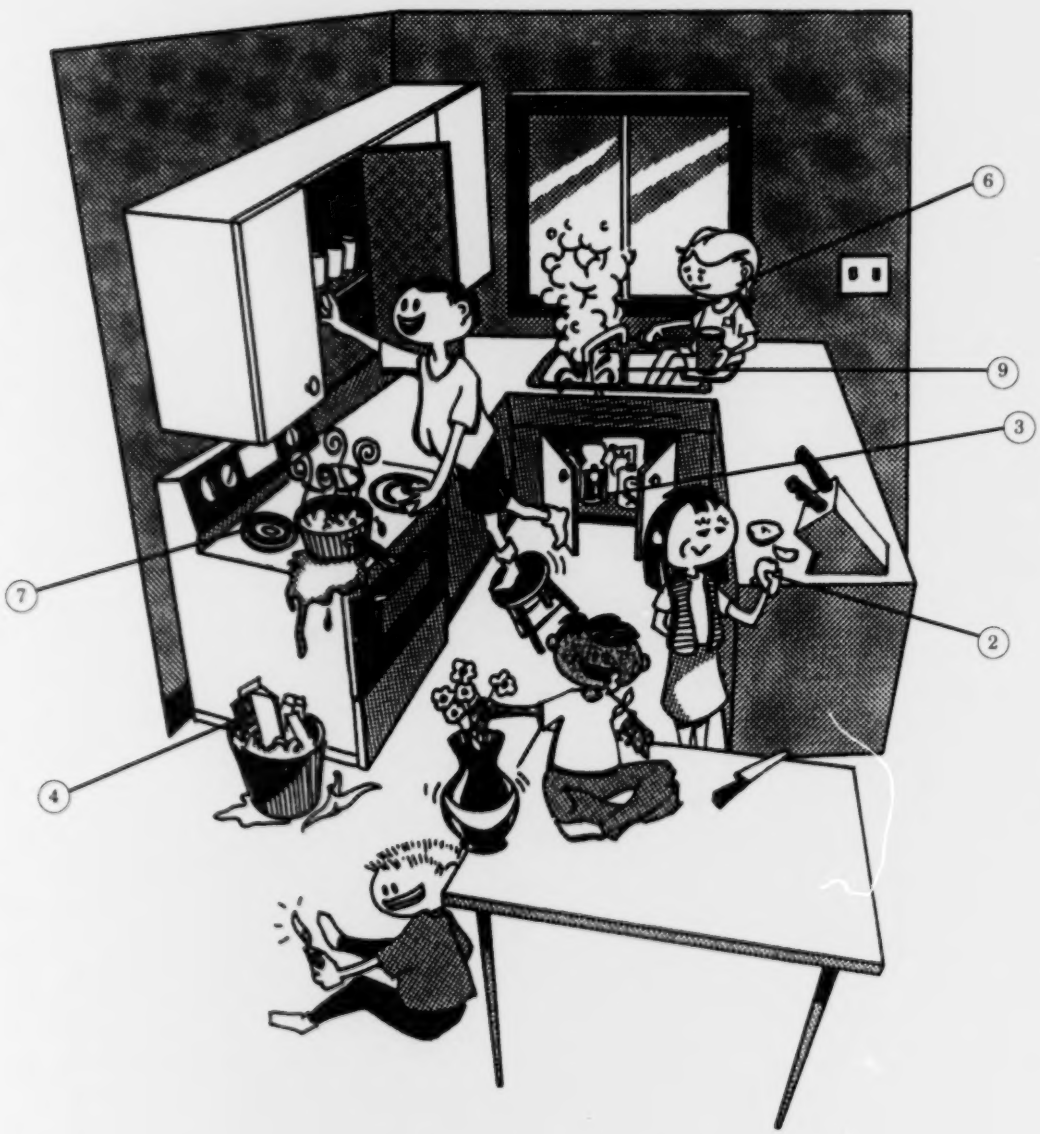
**Characteristics of the Message:**

| *Component* / *Standard* | **Communication** (Content and composition of the message) | | **Culture** (Sociolinguistic aspects) | | **Language** (Vocabulary, grammar, structure, spelling) | | **General Language Education** | |
|---|---|---|---|---|---|---|---|---|
| | **Content required:**<br>Message: Note 1 Note 2<br>• activity ❑ ❑<br>• day ❑ ❑<br>• time ❑ ❑<br>• location ❑ ❑<br>• with whom ❑ ❑<br>• time of return ❑ ❑ | | **Conventions/ Information required*:**<br>• use of correct convention for writing the time<br>Note 1 ❑<br>Note 2 ❑ | | **Precision required*:**<br>• vocabulary<br>• correct verb tense<br>• subject/verb agreement<br>• correct word order<br>• correct spelling<br>• correct use of prepositions | | **Strategies (possibly employed):**<br>• used the examples to prepare the message ❑<br>• used the checklist to verify the accuracy of the notes ❑ | |
| **Excellent** | **Complete** - all elements requested are present<br>- one or two elements are missing | 12<br>11<br>10 | - appropriate use of time convention in both notes | 2 | - no language errors are present<br>- one to three errors are present | 9<br>8<br>7.5 | - used both strategies | 2 |
| **Acceptable** | **Partially complete** - three to six elements are missing | 9<br>8<br>7<br>6 | - appropriate use of time convention in one note | 1 | - four to nine errors are present | 7<br>6<br>5<br>4.5 | - used one strategy | 1 |
| **Not acceptable** | **Insufficient** - seven to twelve elements are missing | 5<br>4<br>3<br>2<br>1<br>0 | - inappropriate use of time convention in both notes | 0 | - ten or more errors are present | 4<br>3<br>2<br>1<br>0 | - did not use any strategies | 0 |
| **Total:** /25 | | /12 | * The time convention used (12 hour vs. 24 hour clock) will depend on what has been taught during the year. | /2 | * For every language error, deduct 0.5 of a point. | /9 | | /2 |

**Total for the Item:** /25

N° 4

## C'est amusant d'être seul à la maison, mais...




1 point for each message correctly associated with the appropriate part of the poster /6
1 point for associating at least three messages with the appropriate illustrations (g.l.e.) /1

**Total for This Portion of the Poster: /7**

**N° 4**

## *Santé et Hygiène*

### *Conseils à suivre*

*Exemple :* √ *Ne laisse pas les déchets sur le plancher!*

√ *2. Mange toujours bien, sinon tu peux devenir malade!*

√ *3. Ne laisse jamais les produits toxiques où les petits enfants peuvent les trouver facilement!*

√ *4. Mets toujours tes déchets dans la poubelle!*

*5. Ferme toujours la porte à clef quand tu es seul à la maison!*

√ *6. Ne monte pas sur les armoires!*

√ *7. Tu dois faire attention quand tu prépares quelque chose à manger.*

*8. Tu ne dois jamais parler aux étrangers.*

√ *9. Si tu ne veux pas te brûler, fais attention à l'eau chaude!*

1 point for checking off each message related to the poster. (*If the student has checked off more than six sentences deduct one point per extra check mark.*)

/6

*Pour mon paragraphe :*

3 *Et, il est aussi important d'écouter les conseils de ses parents.*

1 *Les situations dangereuses existent partout dans notre environnement.*

4 *Un dernier conseil : quand tu es seul à la maison, sois toujours prudent!*

2 *Pour cette raison, il faut faire attention au feu, aux couteaux, aux poisons, à l'eau chaude et aux déchets.*

2 points for each sentence correctly numbered /8

1 point for ordering the ideas (g.l.e.) /1

**Total for this Page: /15**

**N° 4**

## Written Production Criteria

**Name:** _____ **Type of Communicative Task:** *Writing safety or health messages*

**Date:** _____

**Characteristics of the Message:**

| *Component* / *Standard* | **Communication** (Content and composition of the message) | | **Culture** (Sociolinguistic aspects) | **Language** (Vocabulary, grammar, structure, spelling) | | **General Language Education** | |
|---|---|---|---|---|---|---|---|
| | **Content required:**<br>• two different and appropriate safety or health messages ❑ ❑<br>*(2 points per message)* | | **Conventions/ Information required:** | **Precision required*:**<br>• appropriate vocabulary<br>• correct word order<br>• correct verb form for giving advice<br>• subject/verb agreement<br>• spelling | | **Strategies (possibly employed):**<br>• used an example to prepare a message ❑<br>• took the risk of producing an original message ❑ | |
| **Excellent** | **Complete** - two comprehensible safety or health messages are present | 4 | | - no language errors are present | 4 | - used both strategies | 2 |
| | | | | - one error is present | 3.5 | | |
| **Acceptable** | **Partially complete** - one comprehensible message and one partially comprehensible message are present | 3 | | - two to four errors are present | 3 | - used one strategy | 1 |
| | | | | | 2.5 | | |
| | - only one comprehensible message is present or two partially comprehensible messages are present | 2 | | | 2 | | |
| **Not acceptable** | **Insufficient** - one partially comprehensible message is present | 1 | | - four or more errors are present | 1.5 | - did not use any strategies | 0 |
| | | | | | 1 | | |
| | - no comprehensible messages are present | 0 | | | 0 | | |
| **Total:** /10 | | /4 | | *For every language error, deduct 0.5 of a point. | /4 | | /2 |

**Total for This Portion of the Poster:** /10

**Total for the Item:** /32

**N° 5**

## Oral Production Criteria

**Name:** _____

**Type of Communicative Task:** *Leaving a message on an answering machine*

**Date:** _____

**Characteristics of the Message:**

| *Component* / *Standard* | **Communication** (Content and composition of the message) | | **Culture** (Sociolinguistic aspects) | | **Language** (Vocabulary, grammar, structure, pronunciation) | | **General Language Education** | |
|---|---|---|---|---|---|---|---|---|
| | **Content required:**<br>• identity of the caller ❑<br>• person being called ❑<br>• problem ❑<br>• telephone number of caller ❑<br>• address of caller ❑<br>• when caller can be reached ❑<br>*(2 points per element)* | | **Conventions/ Information required:**<br>• use of appropriate social register (vous/tu)* ❑<br>• appropriate greeting ❑<br>• appropriate closing to the telephone call ❑<br>*(2 points per element)* | | **Precision required*:**<br>• appropriate vocabulary<br>• correct word order<br>• subject/verb agreement<br>• determiner/noun agreement<br>• correct use of present and immediate future tense verbs<br>• correct pronunciation | | **Strategies (possibly employed):**<br>• used a checklist to verify the message ❑<br>• took the risk to create an original message ❑ | |
| **Excellent** | **Complete** - all elements are present | 12 | - all three social conventions were used appropriately | 6 | - no language errors are present | 8<br>7 | - used both strategies | 2 |
| | - one element is missing | 10 | | | - one to three errors are present | 6.5 | | |
| **Acceptable** | **Partially complete** - two or three elements are missing | 8<br>6 | - two of the social conventions were used appropriately | 4 | - four to eight errors are present | 6<br>5<br>4 | - used one strategy was | 1 |
| **Not acceptable** | **Insufficient** - four or more elements are missing | 4<br>2<br>0 | - one of the social conventions was used appropriately | 2 | - nine or more errors are present | 3.5<br>3<br>2<br>1<br>0 | - did not used any strategies | 0 |
| | | | - no social conventions were used or used appropriately | 0 | | | | |
| **Total:** /28 | | /12 | *If the distinction between the use of "tu" and "vous" has not been made with the students, this element should not be evaluated. | /6 | *For every language error, deduct 0.5 of a point. | /8 | | /2 |

**Total for the Item:** /28

## Language Competency Profile — Beginning Level 3

| *Language Skill* / *Component* | *L.C.* | *R.C.* | *O.P.* | *W.P.* | *Total Number of Marks by Component* | *% of Test by Component* |
|---|---|---|---|---|---|---|
| Experience/ Communication | No. 1 (23) | No. 2 (5)<br>No. 4 (20) | No. 5 (12) | No. 3 (12)<br>No. 4 (4) | 76 | 63% |
| Culture | Subsumed* | Subsumed* | No. 5 (6) | No. 3 (2) | 8 | 7% |
| Language | Subsumed* | Subsumed* | No. 5 (8) | No. 3 (9)<br>No. 4 (4) | 21 | 18% |
| General Language Education | No. 1 (2) | No. 2 (5)<br>No. 4 (2) | No. 5 (2) | No. 3 (2)<br>No. 4 (2) | 15 | 12% |
| **Total Number of Marks by Language Skill** | 25 | 32 | 28 | 35 | 120 | 100% |
| **% of Test by Language Skill** | 21% | 27% | 23% | 29% | 100% | |

*Remember that when culture or language is subsumed it means that the component is present, but that the task, as such, does not lend itself to an authentic evaluation of the component.

## Language Competency Profile — Beginning Level 3

**Student's Name:** _____

**Date:** _____

| *Language Skill* / *Component* | *L.C.* | *R.C.* | *O.P.* | *W.P.* | *Total Number of Marks by Component* | *% of Test by Component* |
|---|---|---|---|---|---|---|
| Experience/ Communication | /23 | /25 | /12 | /16 | /76 | /63% |
| Culture | | | /6 | /2 | /8 | /7% |
| Language | | | /8 | /13 | /21 | /18% |
| General Language Education | /2 | /7 | /2 | /4 | /15 | /12% |
| **Total Number of Marks by Language Skill** | /25 | /32 | /28 | /35 | /120 | 100% |
| **% of Test by Language Skill** | /21% | /27% | /23% | /29% | 100% | |

**Comments:** _____

## TABLEAU DE SPÉCIFICATIONS/TABLE OF SPECIFICATIONS

| Test Item | Language Skill(s) Evaluated*/ Present | Learner Expectations Evaluated (Directly/ Indirectly)** | Communicative Task | Techniques | Thinking Skills Used*** | Product | Program Components Evaluated |
|---|---|---|---|---|---|---|---|
| 1 | **L.C.**<br>W.P. | 1c, 2a, 3, 4, 5a, 5d, 5h, 6a, 6b, 6d | Listening to a telephone message on an answering machine in order to take down information for one's parents. | - selecting and categorizing required information<br>- filling in blanks | **K/U** **APP** AN SYN EVAL | Filled in message note | E/C, GLE |
| 2 | **R.C.** | 1b, 2a, 3, 4, 5a, 5h, 6a, 6b, 6d | Reading a travel itinerary so as to be able to find information required to contact one's parents. | - selecting required information to answer questions<br>- underlining and numbering responses | **K/U** **APP** AN SYN EVAL | Underlined information on a travel itinerary | E/C, GLE |
| 3 | **W.P.**<br>R.C. | 1a, 2b, 3, 5, 5e, 5h, 6c, 6d | Leaving written notes so as to inform someone of one's activities and whereabouts. | - following a model in order to create a message<br>- filling in a note<br>- verifying content and accuracy by using a checklist | **K/U** **APP** AN SYN EVAL | Written notes | E/C, C, L, GLE |
| 4 | **R.C.**<br>**W.P.** | 1e, 2a, 2b, 5, 5a, 5c, 5d, 5f, 5g, 5h, 6a, 6c, 6d | Creating a health and safety poster for children in order to inform them of what they should or should not do when they are home alone. | - selecting health and/or safety messages and associating them with an illustration<br>- creating original health and/or safety messages<br>- ordering ideas | **K/U** **APP** AN SYN EVAL | A completed poster | E/C, L, GLE |
| 5 | **O.P.** | 1d, 2b, 3, 5, 5e, 5h, 6c, 6d | Leaving a message on an answering machine in order to explain a problem and get some help. | - role playing<br>- verifying content and accuracy by using a checklist | **K/U** **APP** AN SYN EVAL | Recorded telephone message | E/C, C, L, GLE |

* The main language skill(s) being tested appear(s) in bold print. (Overlapping respects the program's multidimensional, integrated orientation.)

** Learner expectations numbering corresponds to the numbering on pages 137-38.

*** The thinking skills have been abbreviated in the following manner:

K/U = Knowledge/Understanding
APP = Application
AN = Analysis
SYN = Synthesis
EVAL = Evaluation

The darkness of the shading indicates the degree of emphasis being placed on the thinking skills indicated.

## PROGRAM OF STUDIES — BEGINNING LEVEL 3

| Learner Expectation Number | Learner Expectations |
|---|---|
| 1(a) | engage in language experiences involving activities |
| 1(b) | engage in language experiences involving vacations |
| 1(c) | engage in language experiences involving fine arts |
| 1(d) | engage in language experiences involving trades and professions |
| 1(e) | engage in language experiences involving hygiene and safety |
| 2 (a) | understand the meaning of variations of simple oral or written statements and commonly used sentences |
| 2(b) | express their communicative intent by producing, orally and in writing, simple messages by recombining two or three statements in a structured context |
| 3 | identify concrete facts that reveal the presence of francophone individuals and groups at the provincial/regional and national levels and use appropriate simple sociolinguistic conventions |
| 4 | understand the sound-symbol system, vocabulary and variations in word order appropriate to simple oral and written messages in the present tense |
| 5 | use, orally and in writing, the sound-symbol system related to vocabulary appropriate to the field of experience, while respecting word order in the present tense and using the following linguistic elements: |
| 5(a) | **vouloir**, **pouvoir** and **devoir** in the present tense, using the appropriate personal pronoun |
| 5(b) | the questions: **comment est-ce que...?**, **combien est-ce que...?** and **pourquoi est-ce que...?** |
| 5(c) | **-IR** and **-RE** verbs in the present tense, using the appropriate personal pronoun |
| 5(d) | possessive adjectives (**notre**, **nos**, **votre**, **vos**, **leur**, **leurs**) |
| 5(e) | the immediate future using the appropriate personal pronoun |
| 5(f) | the imperative form (all forms) |
| 5(g) | the pronominal form (e.g., **Je me lève.**) |
| 5(h) | the linguistic elements of Beginning Levels 1 and 2 |

cont'd . . .

. . .cont'd

| | |
|---|---|
| 6(a) | identify the meaning of phrases using the context |
| 6(b) | identify word families orally and in writing |
| 6(c) | create, voluntarily, statements using words and commonly used sentences |
| 6(d) | identify, orally and in writing, without teacher assistance, key words needed to follow directions concerning a task |

## FEUILLE DE TRAVAIL POUR LE DÉVELOPPEMENT D'UN ITEM

**Veuillez noter :** Voir «Introduction» pour la définition des termes *domaines d'expériences, performance évaluée, expérience, situation / contexte, tâche communicative, directives, critères, pondération.*

Domaine(s) d'expérience : _____

Performance évaluée : _____

_____

_____

_____

Expérience : _____

_____

Situation/contexte : _____

_____

_____

_____

Tâche communicative : _____

_____

Directives : _____

_____

_____

_____

_____

_____

_____

_____

Critères : _____

_____

_____

Pondération : _____

_____

_____

## TEST ITEM DEVELOPMENT WORKSHEET

**Note:** See "Introduction" for definitions of the terms *fields of experience, performance evaluated, experience, situation/context, communicative task, instructions, criteria, weighting.*

Field(s) of Experience: _____

Performance Evaluated: _____

_____

_____

_____

Experience: _____

_____

Situation/Context: _____

_____

_____

_____

Communicative Task: _____

_____

Instructions: _____

_____

_____

_____

_____

_____

_____

_____

Criteria: _____

_____

_____

Weighting: _____

_____

_____

**FEUILLES REPRODUCTIBLES/BLACKLINE MASTERS**

**POUR/FOR**

# *NIVEAU DÉBUTANT 1/BEGINNING LEVEL 1*

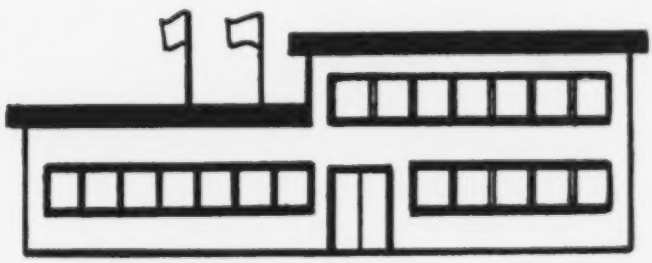
# TEST DE L'ÉLÈVE/STUDENT TEST

# *FRANÇAIS* *LANGUE SECONDE*
# *FRENCH* *AS A SECOND LANGUAGE*

**Livret d'examen de l'élève pour le test modèle du**
**Niveau Débutant 1**

**Student Test Booklet for**
**Beginning Level 1 Model Test**

***«L'année scolaire/The School Year»***



**Nom de l'élève/Student's Name:** _____
**Année scolaire/Grade:** _____
**École/School:** _____
**Nom de l'enseignant.e/Teacher's Name:** _____

LANGUAGE SERVICES Alberta Education

## LET'S GET READY FOR THE TEST

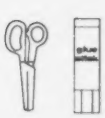
This test is made up of a general context and five test items. The test starts off with a general context which is like the beginning of a story. You will become the main character in this story and you will experience five different situations. These five situations are all related to the general context and they continue the story presented in the general context. These situations are called the "**Situation/Context**". It is very important that you read each **situation/context** carefully, because each one provides you with information you will need to do the test item. The way you handle these situations will show what you can do in French.

To help you see quickly what you will be doing in each situation, the following symbols are used:

listening speaking

A watch at the top of the page will tell you about how much time you have to do the test item.

The hand symbol is used to remind you about something important.

 When you see these symbols, you will know that you will be using scissors and glue.

Please turn to the next page.

## LET'S CONTINUE

**INSTRUCTIONS:**

- Read the title of this test and the general context. For a few seconds, think about what this might mean to you as the main character of this story.

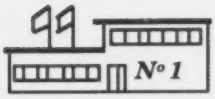
**«L'année scolaire/The School Year»**

**GENERAL CONTEXT:**

A new school year is just beginning. You are eager to go back to school and see your friends and teachers. You also know that you will be meeting new people and participating in all kinds of different activities, some easy and some more challenging.

In this test, you are going to be presented with five different situations which occur during the school year. Go ahead and have fun with these activities!

Begin your new school year on page Déb1-3.




10 minutes

**SITUATION/CONTEXT:** This year the parents' committee has decided to sell school supplies for a reasonable price at your school. Every student in the school is given an order form to take home. Your parents have already purchased some items during the summer. Now, to complete your supply list, they ask you first of all to check off the supplies you still need. Next, they ask you to jot down how many of each item you will need to buy at the school store tomorrow.

**COMMUNICATIVE TASK:** Listening to the reading of a school supplies list in order to check off the required items and indicate on the order form how many of each are needed.

**INSTRUCTIONS:**

1. Look at the school supplies on the order form.
2. Listen to the person reading the list. You will hear the list twice.
3. Check off (√) each item you need and indicate in the box how many you need to buy.
4. The first item on the list is already done for you as an example.

*You are not expected to understand each and every word you hear, only the key words or phrases needed to help you do the test item.*

**HOW YOU WILL BE EVALUATED:**

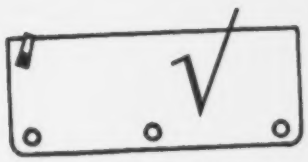
1 point for each item correctly identified
1 point for each correct amount given
2 points for correctly associating the the message with at least four illustrations
2 points for correctly selecting at least four of the items mentioned

**Total for the Item: /20**

N° 1

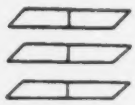
# School Supplies Available at the School Store

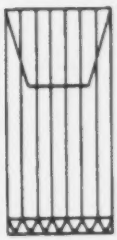
**Nom :** _____

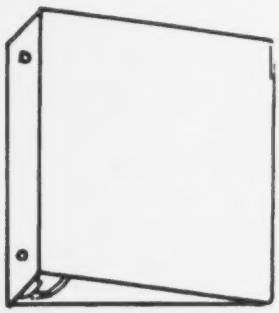


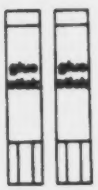
*(Exemple)*

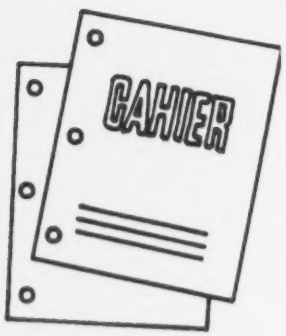
1

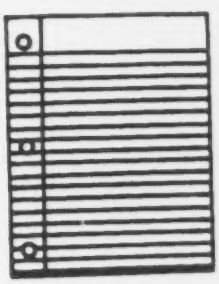


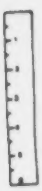


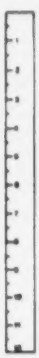










10 minutes

**SITUATION/CONTEXT:** Each day a different student is responsible for listening to the weather report before coming to school. When the student gets to school, he or she chooses the weather symbols to put on the weather bulletin board and colours the thermometer to show the maximum temperature for the day. Today it's your turn to prepare the bulletin board.

**COMMUNICATIVE TASK:** Listening to a weather report in order to prepare the classroom's weather bulletin board.

**INSTRUCTIONS:**

1. Look at the weather bulletin board and the weather symbols.

*You are not expected to understand each and every word you hear, only the key words or phrases needed to help you do the test item.*

2. Listen to the first weather report. (You are responsible for finding out what the weather will be for the morning (↑) and the afternoon (↑).)
   - In the boxes below the weather symbols, check off (√) the symbols which best correspond to the message.
   - Jot down the temperature in the box provided.

3. Next, cut out the weather symbols like the ones you have checked off and paste them on the weather bulletin board.

4. With a **red crayon**, colour the thermometer to show today's temperature.

5. Listen to the second weather report given half an hour later to make sure you have all the information you need.

**HOW YOU WILL BE EVALUATED:**

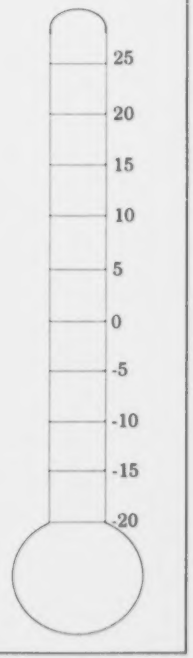
| | |
|---|---|
| 2 points for each idea correctly understood | /8 |
| 4 points for correctly completing the weather bulletin board | /4 |
| **Total for the Item:** | **/12** |

Livret d'examen de l'élève

Nº 2

Déb1-6

## La Météo d'aujourd'hui




| | Symbole | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | √ | | | | | | | | **Température** |
| | √ | | | | | | | | ºC |

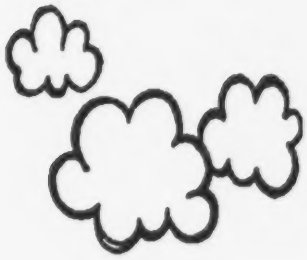
156

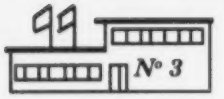
**Total for the Item: /12**

157

Student Test Booklet

N° 2






10 minutes

**SITUATION/CONTEXT:** Tonight is the first parent/teacher interview session of the year. Your parents have asked you to accompany them to the interview. When you arrive at the school you tell your parents something about the people you see.

**COMMUNICATIVE TASK:** Giving the names of different people and saying something about them in order to tell someone else who they are.

**INSTRUCTIONS:**

1. Listen to the example.
2. From each of the following groups of people, choose a different person to talk about:
   a) a person who works in the school,
   b) a classmate, and
   c) a person of your choice.
3. When you talk about each person you will need to:
   a) give his/her name, and
   b) say who he/she is or what he/she does.
4. Listen to the example again.
5. Use the checklist to help you organize your ideas and prepare your message.
6. When you are ready, present your message.

*To help you prepare your message you might want to jot down a few words below the checklist, but do not write your message out in full. Use what you know in French to do the best you can.*

**HOW YOU WILL BE EVALUATED:**

See page Déb1-9.

## MY CHECKLIST

Check off ☑ each sentence to make sure that you have done all of these things before you present your message.

**Message:**

- I have chosen a person who works in the school. ❑
- I have chosen a classmate. ❑
- I have chosen a third person of my choice. ❑
- I know each person's name. ❑ ❑ ❑
- I know how to say who each person is or what he/she does. ❑ ❑ ❑ /12 points

**Culture:**

- When it is necessary, I know which title to use to name the person, for example, "Madame". ❑ /2 points

**Language Use:**

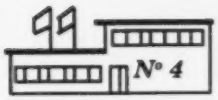
I think that:

- I know which words to use to say who someone is or what someone does. ❑
- I know how to put my words in the correct order. ❑
- I know how to pronounce the words properly. ❑ /9 points

**Strategies:**

- I used the example to help me prepare my message. ❑
- I used this checklist to help me prepare my message. ❑ /2 points

**Total for the Item: /25**




15 minutes

**SITUATION/CONTEXT:** As part of "National Animal Awareness Week", the students have decided to choose an animal as a mascot for the school. Each student is asked to name his/her favourite animal and describe it. The animal described by the greatest number of students will be chosen as the school mascot. Each student's choice is to be recorded. A committee will later determine the most popular choice.

**COMMUNICATIVE TASK:** Describing orally one's favourite animal so that it can be chosen as the school's mascot.

**INSTRUCTIONS:**

1. Look at the animal below and listen to the taped description.

   Example:

2. Now, think about an animal that you would like to name as a mascot.

3. Draw your animal in the space provided on the next page to help you prepare and present your description. (Do not spend too much time on your drawing.)

4. Listen to the example one more time.

5. Use your drawing to think about how you are going to describe your animal. Be sure to mention:
   - the kind of animal it is, and
   - three different things about the animal.

6. When you are ready, tape your description.

cont'd . . .

7. Listen to your message and use the checklist to make sure that you have done all the things you have been asked to do.

8. Decide if you want to retape your message. You can do so **one** more time.

**Dessin de mon animal préféré**

**How You Will Be Evaluated:**

See page Déb1-12.

N° 4

## MY CHECKLIST

As you listen to your description, check off ☑ which things you have been able to do.

**Message:**

- I mentioned the kind of animal I am suggesting for our mascot. ❑
- I mentioned three different things about the animal. ❑ ❑ ❑ /8 points

**Language Use:**

- I used the correct word to name the kind of animal. ❑
- I used the correct words to describe the animal. ❑
- I used the correct form of the describing words. ❑
- I was able to put the words in the right order. ❑
- I think that I pronounced the words correctly. ❑ /4 points

**Strategies:**

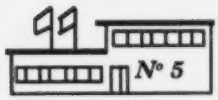
- I thought about the animal's appearance. ❑
- I drew a picture of the animal. ❑
- I used the picture to prepare my message. ❑
- I used the example to prepare my message. ❑
- I used this checklist to make sure that I did everything I was supposed to do. ❑
- I did my best to produce my own original message. ❑ /3 points

If you recorded you message twice, check off below which description you want to have evaluated.

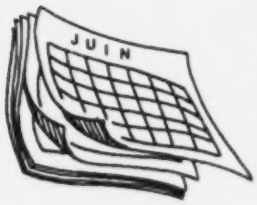
**Description No. 1** ❑

**Description No. 2** ❑

**Total for the Item: /15**




20 minutes




**SITUATION/CONTEXT:** It's the end of the school year and your class has decided to have a year-end party. As Saint-Jean Baptiste day is a holiday celebrated by French-Canadians on June 24th, you've decided, as a class, to celebrate it and the year-end on the same day. You volunteer to help your teacher prepare a plan of where the decorations will be placed in the classroom.

**COMMUNICATIVE TASK:** Listening to instructions in order to place the decorations in their appropriate place on a classroom plan.

**INSTRUCTIONS:**

1. Cut out all the decorations on the last page.
2. Look at the classroom plan. Imagine that this is your classroom.
3. Listen to the instructions.

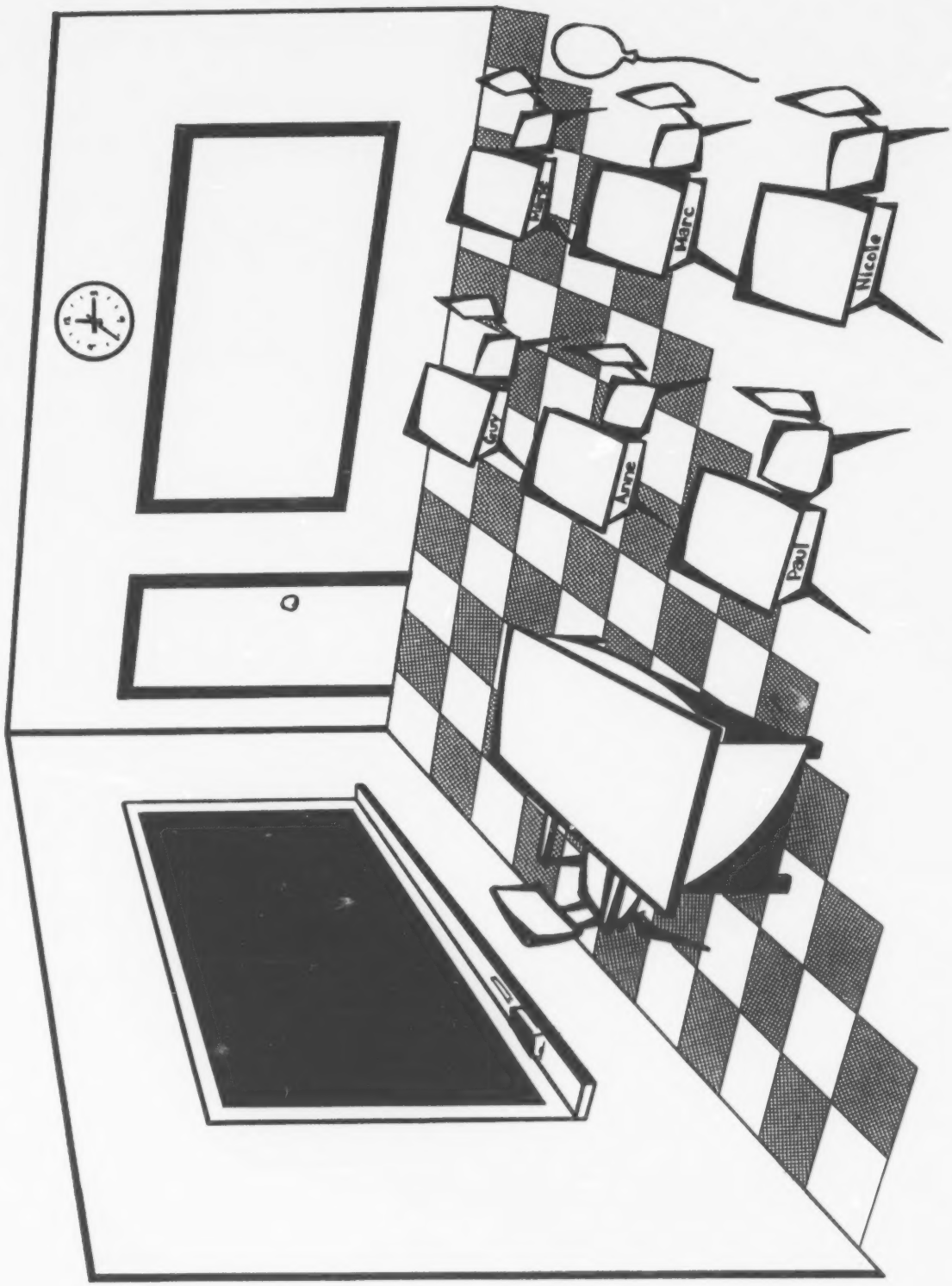
4. Follow these instructions as they are being given and glue the decorations on the classroom plan as the teacher indicates where they are to be placed.

*You are not expected to understand each and every word you hear, only the key words or phrases needed to help you do the test item.*

**HOW YOU WILL BE EVALUATED:**

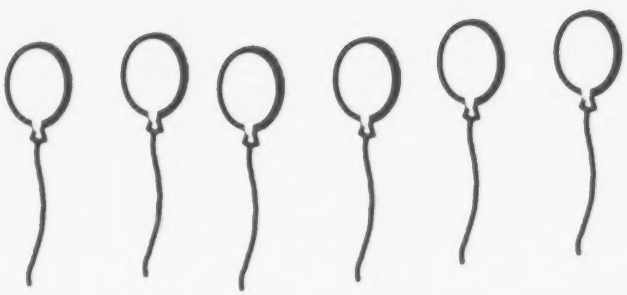
| | |
|---|---|
| 2 points for every idea correctly understood | /16 |
| 2 points for correctly associating at least four illustrations with the message | /2 |
| **Total for the Item:** | **/18** |

N° 5




**Total for the Item: /18**

N° 5



**FEUILLES REPRODUCTIBLES/BLACKLINE MASTERS**

**POUR/FOR**

# *NIVEAU DÉBUTANT 2/BEGINNING LEVEL 2*

# TEST DE L'ÉLÈVE/STUDENT TEST

# *FRANÇAIS* *LANGUE SECONDE*
# *FRENCH* *AS A SECOND LANGUAGE*

**Livret d'examen de l'élève pour le test modèle du**
**Niveau Débutant 2**

**Student Test Booklet for**
**Beginning Level 2 Model Test**

***«À la découverte d'un monde nouveau/***
***Discovering a Brand-new World»***

**Nom de l'élève/Student's Name:** _____

**Année scolaire/Grade:** _____

**École/School:** _____

**Nom de l'enseignant.e/Teacher's Name:** _____

LANGUAGE SERVICES Alberta

## Let's Begin the Test

This test is made up of a general context and five test items. The test starts off with a general context which is like the beginning of a story. You will become the main character in this story and you will experience five different situations. These five situations are all related to the general context and they continue the story presented in the general context. These situations are called the "**Situation/Context**". It is very important that you read the **situation/context** carefully, because each one provides you with information you will need to do the test item. The way you handle these situations will show what you can do in French.

To help you see quickly what you will be doing in each situation, the following symbols are used:

listening

reading

speaking

writing

A watch at the top of the page will tell you about how much time you have to do the test item.

The hand symbol is used to remind you about something important.

Please turn to the next page.

## Let's Continue

**Instructions:**

- Read the title of this test and the general context. For a few seconds, think about what this might mean to you as the main character of this story.

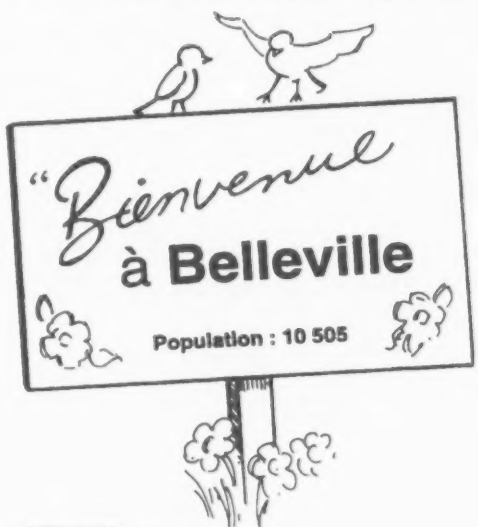
**«À la découverte d'un monde nouveau/**
**Discovering a Brand-New World»**

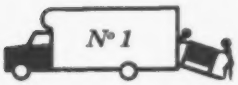
**General Context:**

Imagine that your family has just moved to a French-speaking community. You will be living in a different home, making new friends and participating in new activities. In fact, you'll find yourself in a "brand-new world."

In this test, you are presented with five different situations which could happen to you after a move to a new community.

Begin your life in your new French-speaking community on page Déb2-3 .






10 minutes

**SITUATION/CONTEXT:** You are just moving into your new house in Belleville. The movers have started unloading the furniture and you have been asked to tell them in what part of the house the unloaded items are to go.

**COMMUNICATIVE TASK:** Giving instructions to the movers in order to assist them in the placement of the family's belongings.

**INSTRUCTIONS:**

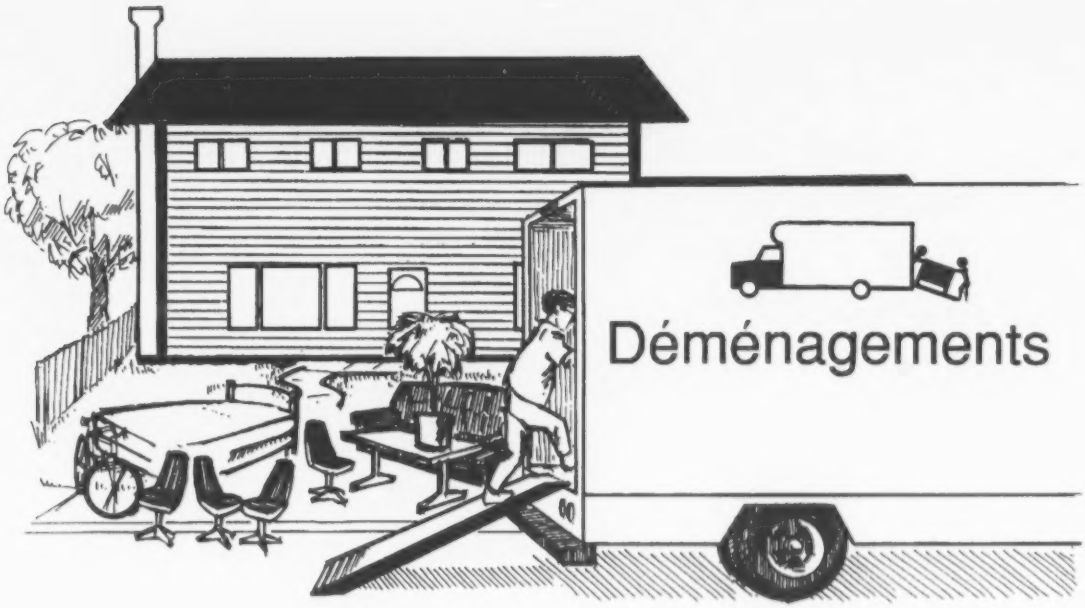
*Remember to use the polite form for giving instructions to a person much older than yourself. Also, use what you know in French to do the best you can.*

1. Look at the six family belongings on the lawn and on the sidewalk in front of the house.
2. Look at the sketch of the inside of the house.
3. Listen to the model.
4. Now take a few minutes to decide where you want the movers to place the remaining five items.
5. Use the checklist to help you plan your message.
6. When you are ready, tell the movers where to put the remaining five items.

**HOW YOU WILL BE EVALUATED:**

See page Déb2-5 .

N° 1



N° 1

## MY CHECKLIST

As you are planning your message, check off ☑ each box when you think you have done what is being asked.

**Message:**

- I am able to name the five items. ❑ ❑ ❑ ❑ ❑
- I can describe where to place the five items. ❑ ❑ ❑ ❑ ❑ /10 points

**Culture:**

- I know how to use the polite form for giving instructions to someone much older than me. ❑ /2 points

**Language Use:**

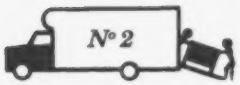
I think that I know how:

- to give instructions. ❑
- to put the words in the correct order. ❑
- to pronounce the words correctly. ❑ /6 points

**Strategies:**

- I have used this checklist to help me prepare my message. ❑
- I have used this checklist to make sure my message is complete. ❑ /2 points

**Total for the Item: /20**




15 minutes

**SITUATION/CONTEXT:** While your parents are finishing with the move, your new next door neighbour invites you to go to the neighbourhood park. Suddenly, you realize that your neighbour has disappeared. Some park employees notice that you look worried and seem to be looking for someone or something. One of them asks you if they can help you. You explain the situation to them. Another employee asks you to describe your friend so that they can help you find him/her.

**COMMUNICATIVE TASK:** Listening to and answering questions orally about a missing person and what he/she is wearing in order to help find him/her.

**INSTRUCTIONS:**

*Remember that if you understand the question but are unable to answer in French, you may answer in English as you will receive a mark for understanding the question. Remember also to use what you know in French to do the best you can.*

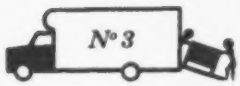
1. Take a few minutes to think about your friend and what you can say about him/her. For example:
   - name
   - age
   - what he/she is wearing today

2. When you are ready, you will play yourself in the conversation, while someone else plays the role of the park employee.

3. Attempt to answer all the questions in complete sentences.

**HOW YOU WILL BE EVALUATED:**

| | |
|---|---|
| 1 point for understanding what information was requested | /7 |
| 1 point for each element of information provided as requested | /8 |
| 8 points for using the language correctly | /8 |
| 1 point for trying to understand the questions | /1 |
| 1 point for trying to produce an oral message spontaneously | /1 |
| **Total for the Item:** | **/25** |




15 minutes

**SITUATION/CONTEXT:** You want to know what services are available in the new area you are living in. You decide to use your map to walk around the neighbourhood to locate some of the facilities. You are unable to find two of the places you are particularly interested in: an area where there are unusual bike paths and a place where you can play sports. You decide to ask a police officer walking on the street for information.

**COMMUNICATIVE TASK:** Listening to directions in order to locate two places on a map.

**INSTRUCTIONS:**

1. Look at the map. Familiarize yourself with the names of the streets and avenues.

*Listen carefully. You will only hear this text once.*

2. Find the "X". This is where you are when you ask for directions.

3. Listen to the first set of directions.
   - Trace the route on the map as the directions are being given.
   - When you locate the area where you can cycle, write #1 on that spot.

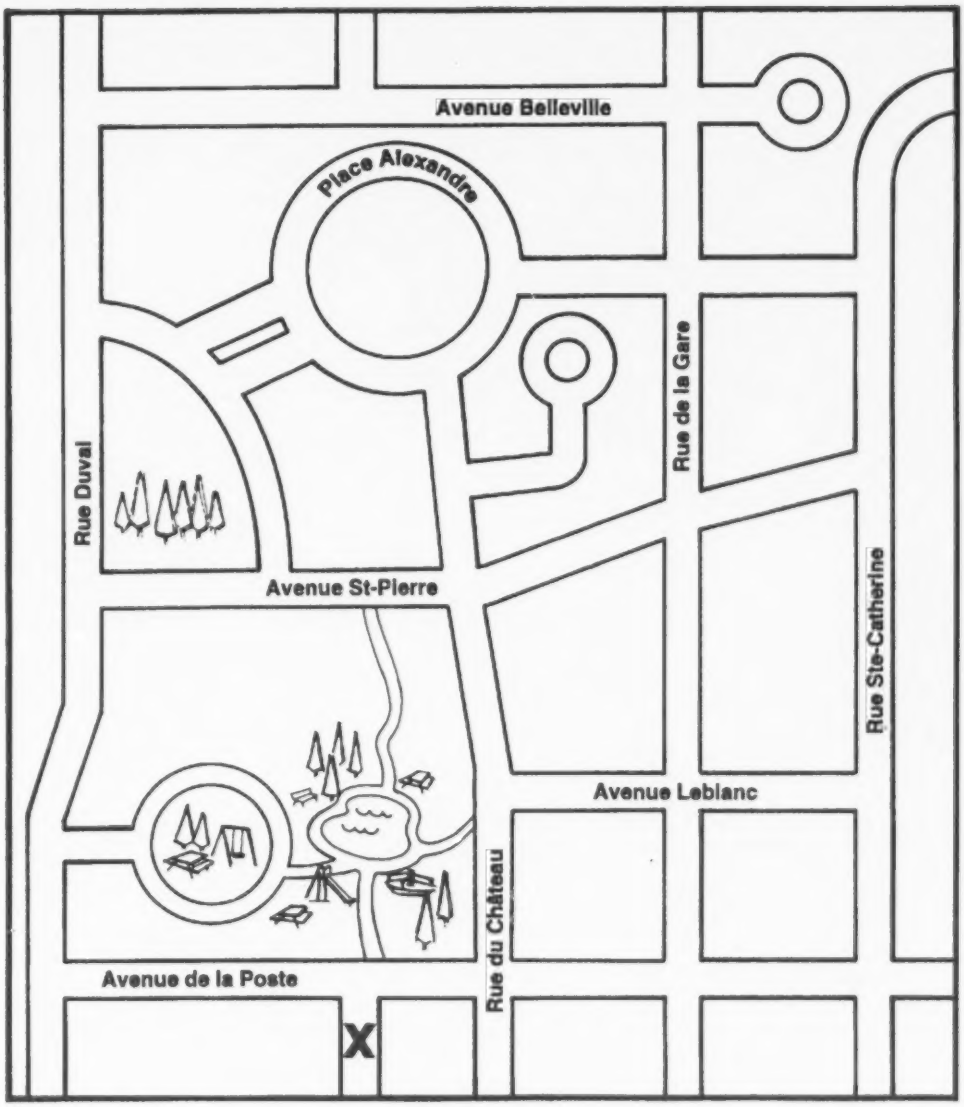
4. Return to the "X" and listen to the second set of directions.
   - Trace the second route on the map as the directions are being given.
   - When you locate the place where you can play sports, write #2 on that spot.

**HOW YOU WILL BE EVALUATED:**

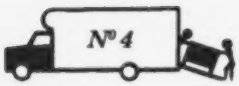
| | | |
|---|---|---|
| 10 | points for correctly following the instructions to Location No. 1 | /10 |
| 12 | points for correctly following the instructions to Location No. 2 | /12 |
| 2 | points for tracing on the map what you have understood | /2 |

**Total for the Item: /24**

N° 3




**Belleville**




20 minutes

**SITUATION/CONTEXT:** Your parents have had a very tiring week because of the move, so you volunteer to make a pizza for supper. You have found a frozen crust in the freezer but you cannot find most of the other necessary ingredients. Before you go shopping you decide to prepare a grocery list.

**COMMUNICATIVE TASK:** Writing a grocery list in order to go shopping for the ingredients needed to make a pizza.

**INSTRUCTIONS:**

1. Think of five ingredients you want to buy to make your pizza.

2. Look at the example of a grocery list which is given below.

*Do not copy the food examples. Use what you know in French to do the best you can.*

3. Now write your own list.
   - Name the **five** different ingredients required.
   - Write down **how much** of each ingredient you need.

4. Use the checklist to make sure that you have done everything you are supposed to do.

**HOW YOU WILL BE EVALUATED:**

See page Déb2-10.

N° 4

*Ma liste d'épicerie*

- 
- 
- 
- 
-

**MY CHECKLIST**

Check off each box ☑ that **you think** you were able to do.

**Message:**

- I listed five food items on my grocery list. ❑ ❑ ❑ ❑ ❑
- I said how much of each food item I needed. ❑ ❑ ❑ ❑ ❑ /10 points

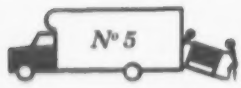
**Language Use:** I think:

- I used the correct words to name the food items. ❑
- I used the correct words to indicate the amount. ❑
- I wrote the words in the right order. ❑
- I spelled the words correctly. ❑ /8 points

**Strategies:**

- I used the model to help me write my grocery list. ❑
- I used this checklist to make sure that I did everything I was supposed to do. ❑ /2 points

**Total for the Item: /20**




20 minutes

**SITUATION/CONTEXT:** Now that things have settled down a bit, you would like to make some new friends, so you decide to get involved in an activity offered by the community. You read through the ads in your local newspaper to help you decide in which special interest course you wish to register.

**COMMUNICATIVE TASK:** Reading special interest ads in order to choose a course and register in it.

**INSTRUCTIONS:**

1. Read the registration form to see what information is required.
2. Then, read all three ads.
3. Decide which course you want to take.
4. Put a check mark on the ad for the course you want to take.
5. Complete the registration form by using the information given in the ad and by providing any personal information requested.

*Remember to follow the instructions **very carefully** as you will receive **marks** for doing different parts of the test item. Remember also to use what you know in French to do the best you can.*

**HOW YOU WILL BE EVALUATED:**

| | |
|---|---|
| 1 point for checking off an ad | /1 |
| 1 point for appropriately filling in each blank | /8 |
| 2 points for appropriately filling in each box | /12 |
| 2 points for attempting to complete the form | /2 |
| **Total for this Section:** | **/23** |

| | |
|---|---|
| Providing appropriate answers for this section | /3 |
| Using the correct form of the date in French | /1 |
| Using the language correctly | /3 |
| Taking the risk to write an answer to the question | /1 |
| **Total for this Section:** | **/8** |

**Total for this Item:** **/31**

N°5

# *COLLÈGE DE BELLEVILLE*

## FORMULAIRE D'INSCRIPTION
### SESSION D'AUTOMNE

Nom de famille : _____ Prénom : _____

Adresse : _____

Ville : _____ Province : _____ Code postal : _____

Numéro de téléphone : _____ Âge : _____

| Quel cours? | Quel niveau? | Quel(s) jour(s)? |
|---|---|---|
| | | |

| À quelle heure? | Quel centre? | Quel prix? |
|---|---|---|
| | | |

Pourquoi est-ce que ce cours t'intéresse? _____

_____

Signature : _____ Date : _____

N° 5

***Apprenez à vous défendre!***

***Suivez un cours***

## *de* ***judo*** *ou de* ***karaté***

Lundi et mercredi, de 17 h à 18 h, **niveaux** : ceintures blanche, jaune, orange (Débutant)

ou

Mercredi et jeudi, de 19 h à 20 h, **niveaux** : ceintures verte 1, verte 2 (Intermédiaire)

ou

Vendredi, de 16 h 30 à 18 h, **niveaux** : ceintures brune 1, brune 2, noire (Avancé)

## SPÉCIAL D'AUTOMNE - 99 $

- uniforme
- deux mois d'entraînement
- TPS incluse

Cours de judo : salle 102 Cours de karaté : gymnase

**Centre communautaire**

**Téléphone : 706-1248; Télécopieur : 708-5970**

N° 5

# La Société canadienne de la Croix-Rouge offre une variété de cours de natation au CENTRE RÉCRÉATIF LAFONTAINE

La Société canadienne de la Croix-Rouge*

**Niveaux** : jaune (débutant) ⇨ blanc (avancé)
(40 $/session)

| Niveaux / Jour | Jaune ⇨ Orange ⇨ Rouge | Marron ⇨ Bleu ⇨ Vert | Gris ⇨ Blanc |
|---|---|---|---|
| Du lundi au vendredi | 16 h 17 h 18 h | 16 h 17 h 18 h | 19 h 20 h |
| Samedi | 9 h 10 h 11 h<br>12 h 15 h 16 h | 9 h 8 h 11 h<br>12 h 13 h 14 h | 10 h 12 h<br>15 h 16 h |

Pour plus de renseignements, téléphonez au 705-4300.

## CENTRE ÉQUESTRE LAMONTAGNE
**vous offre des cours d'équitation cet automne.**

- **Leçons individuelles (200 $/session) ou en groupe (100 $/session)**
- **Cours offerts tous les jours de la semaine**
- **Niveaux :**
  - **débutant - 17 h à 18 h**
  - **élémentaire - 18 h à 19 h**
  - **intermédiaire - 19 h à 20 h**
  - **avancé - 20 h à 21 h**

**Pour plus de renseignements, composez le 1-800-CHEVAUX**

*Reproduit avec l'authorisation de la Société canadienne de la Croix-Rouge.



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**POUR/FOR**

# *NIVEAU DÉBUTANT 3/BEGINNING LEVEL 3*

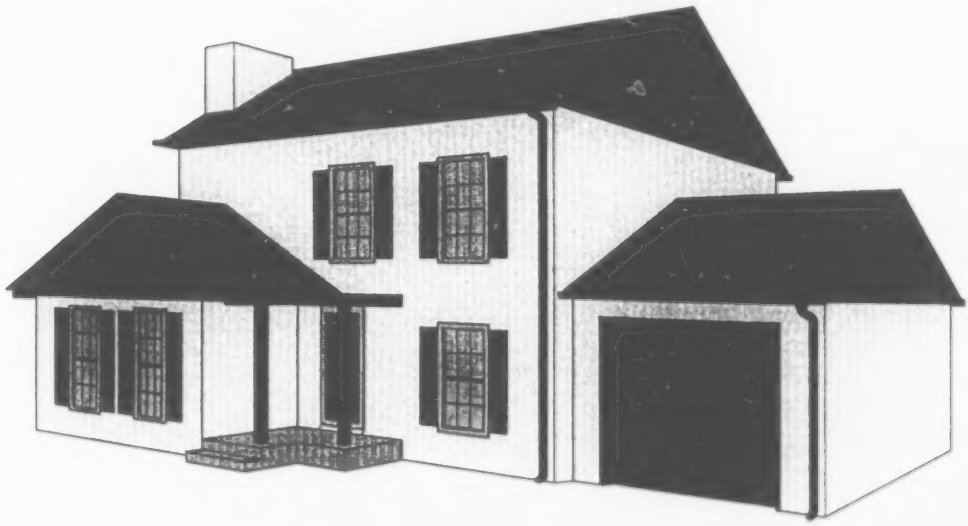
# TEST DE L'ÉLÈVE/STUDENT TEST

# *FRANÇAIS* *LANGUE SECONDE*
# *FRENCH* *AS A SECOND LANGUAGE*

**Livret d'examen de l'élève pour le test modèle du**
**Niveau Débutant 3**

**Student Test Booklet for**
**Beginning Level 3 Model Test**

***«Seul à la maison/Home alone!»***



**Nom de l'élève/Student's Name:** _____

**Année scolaire/Grade:** _____

**École/School:** _____

**Nom de l'enseignant.e/Teacher's Name:** _____

LANGUAGE SERVICES Alberta Education

## What You Need to Know Before You Begin the Test

This test is made up of a general context and five test items. The test starts off with a general context which is like the beginning of a story. You will become the main character in this story and you will experience five different situations, all of which are related to the general context. These situations are called the "**Situation/Context**" and continue the story presented in the general context. It is very important that you read the **situation/context** very carefully, because it provides you with information you will need to do the test item. The way you handle these situations will show what you can do in French.

To help you see quickly what you will be doing in each situation, the following symbols are used:

*You are not expected to understand each and every word you hear or read, only the key words/phrases required to complete the test item. When you are asked to say or write something, use what you know in French to the best of your ability.*

listening

reading

speaking

writing

A watch at the top of the page will tell you about how much time you have to do the test item.

The hand symbol is used to remind you about something important.

Please continue to the next page.

## BEGINNING THE TEST

**INSTRUCTIONS:**

- Read the title of the test and the general context. For a few seconds, think about what this might mean to you as the main character of this story.

**«Seul à la maison!/Home Alone!»**

**GENERAL CONTEXT:**

Your parents have just gone away for the weekend. Monique, the person who was supposed to stay with you, has just had a traffic accident and suffered a broken leg. She will have to spend the night in the hospital and you realize that tonight you will be "home alone."

You start imagining what it would be like to be alone for the whole weekend. You decide that you could easily plan your activities, solve any problems as they occur and prove that you are in fact a very responsible person.

In this test, you are presented with five different opportunities to show that you are quite capable of coping on your own. Show us what you can do.

Start you adventure on page Déb3-3 .

15 minutes

**SITUATION/CONTEXT:** While you were taking out the garbage, someone has called and left a message for your parents on the answering machine. Out of habit, you take down the information on a note pad used by the family.

**COMMUNICATIVE TASK:** Listening to a telephone message on an answering machine in order to take down information for one's parents.

**INSTRUCTIONS:**

*Remember it is not necessary to write out full sentences. Only the key words are necessary. You can answer in French or English.*

1. Look at the note pad. The first blank has been filled in for you as an example.

2. Listen to the telephone message on the answering machine.

3. The **first time** you listen, jot down the following information on the note pad:
   - the name of the person who called,
   - where the person called from,
   - the telephone number of the person, and
   - the date and the time the person called.

4. The **second time** you listen, jot down the following information on the note pad under the section called "**Message**":
   - the name of the play,
   - the day of the play,
   - the time of the play,
   - the price of each ticket, and
   - before what day and time your parents need to confirm the reservation.

5. The **third time** you listen, check to make sure you have taken down all the required information.

N° 1

**Message téléphonique/Telephone Message**

**À/To:** Maman/Papa

**De/From:** _____

**Date/Date:** _____

**Heure/Time:** _____

**N° de téléphone/Telephone No.:** _____

**Message:** _____

_____

_____

_____

_____

_____

**Signé/Signed:** _____

*Remember that in the "Message" section you need to listen for the following information:*

- *the name of the play*
- *the day of the play*
- *the time of the play*
- *the price of each ticket, and*
- *before what date and time your parents need to confirm their reservations.*

**How You Will Be Evaluated:**

| | |
|---|---|
| 2 points for each correct piece of information provided on the note | /22 |
| 1 point for signing the message | /1 |
| 1 point for *selecting* at least six pieces of required information | /1 |
| 1 point for *placing* at least six pieces of required information in the appropriate sections of the note | /1 |
| **Total for the Item:** | **/25** |

10 minutes

**SITUATION/CONTEXT:** It's Saturday morning. Monique calls to say she will not be able to leave the hospital until later that day. You decide to find your parents to let them know what has happened and to tell them that you are doing just fine but that you are now home alone.

**COMMUNICATIVE TASK:** Reading a travel itinerary so as to be able to find information required to contact one's parents.

**INSTRUCTIONS:**

1. Look at the thought bubbles on the next page and imagine that these are your thoughts right now.

2. Read the thought bubbles to see what questions you are asking yourself about your parents' whereabouts.

3. Read through the travel itinerary on the page following the questions.

4. Now look at thought bubble No. 1 which has been done for you as an example. Read the question. Look at the itinerary to see where the answer was underlined and how the answer was labelled (#1).

5. Now go back to the thought bubbles. Find the information in the itinerary that answers the other five questions that you have about your parents' whereabouts.

6. When you find the answer to a question, **underline** the information and **write the number** of the question beside the information.

**HOW YOU WILL BE EVALUATED:**

| | |
|---|---|
| 1 point for identifying each piece of required information | /5 |
| 1 point for underlining the information and associating it with the question it answers on the itinerary | /5 |
| **Total for the Item:** | **/10** |

N° 2

*Remember what day it is.*

1. *Bon, je dois téléphoner à mes parents! Si je ne peux pas trouver l'information dans l'itinéraire, je vais téléphoner à l'agence de voyages. Quel est le numéro de l'agence de voyages?*

2. Dans quelle ville sont mes parents ce soir?

3. À quel hôtel sont-ils?

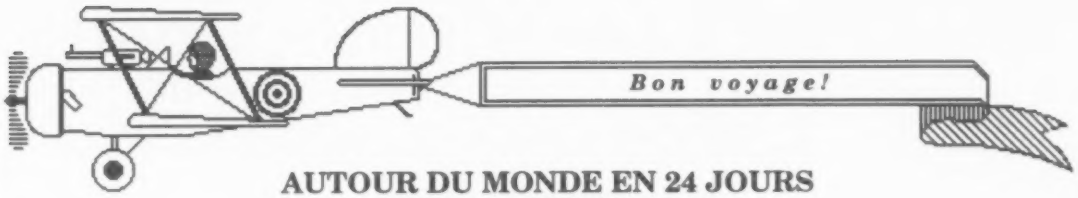
4. Quel est le numéro de téléphone de l'hôtel?

5. Alors, à quelle heure est-ce que je peux parler à mes parents à l'hôtel?

6. Quel jour est-ce que mes parents rentrent à Edmonton?

continue ⇨

N° 2




**AUTOUR DU MONDE EN 24 JOURS**
**AGENCE DE VOYAGES**
**123, rue Jules-Verne**
**Montréal, Québec**
**H3C 0L3**
**Téléphone : (514) 469-6384** #1
**Télécopieur : (514) 470-6394**

Forfait Nuits Blanches au Québec

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ITINÉRAIRE DE VOYAGE

***Le vendredi 2 juin***

| | |
|---|---|
| 7 h 35 | Départ d'Edmonton - Aéroport International |
| 14 h 25 | Arrivée à Montréal - Aéroport Dorval |
| 16 h - 18 h 30 | Tour du Vieux Montréal |
| 19 h | Dîner au restaurant «Le Saint Amable» |
| | Réservations confirmées : Hôtel Reine Elizabeth |
| | Chambre pour deux personnes - un soir |
| | (514) 483-9977 |

***Le samedi 3 juin***

| | |
|---|---|
| 7 h 30 | Départ pour la ville de Québec - Autobus Voyageur |
| 13 h à 17 h | Visite guidée du Vieux Québec |
| 17 h | Retour à l'hôtel |
| 18 h 30 | Banquet et danse sur le bateau Radisson - Départ devant l'hôtel |
| 23 h 45 | Retour à l'hôtel |
| | Réservations confirmées : Hôtel Chateau Frontenac |
| | Chambre pour deux personnes - un soir |
| | (418) 384-8653 |

***Le dimanche 4 juin***

| | |
|---|---|
| | Retour à Edmonton |
| 17 h 30 | Départ de Québec pour Edmonton via Montréal et Toronto |
| 22 h 30 | Arrivée à Edmonton - Aéroport International |

**Total for the Item: /10**

15 minutes

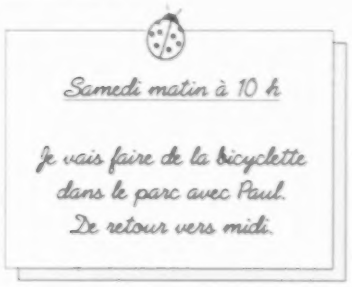
**SITUATION/CONTEXT:** Now that you are going to be alone for most of Saturday, you decide to plan the kinds of things you would like to do. You want to take advantage of your present situation, but at the same time you want to be responsible. You decide to leave messages on the fridge so that when Monique arrives, she will know where you are and what you are doing.

**COMMUNICATIVE TASK:** Leaving written notes so as to inform someone of one's activities and whereabouts.

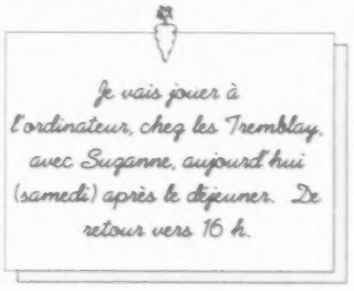
**INSTRUCTIONS:**

1. Read the two examples given below.

Example No. 1




Example No. 2

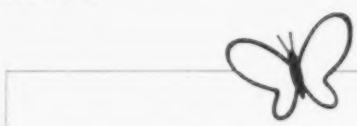



2. Think about two different activities that you plan to do, one for the morning and one for the afternoon.

3. Write two different kinds of notes. In each note indicate:
   - the activity you are going to do,
   - when (day and time),
   - where,
   - with whom, and
   - at what time you will be returning home.

4. Use the checklist to make sure that your notes are complete.

*You can use either or both of the examples to help you organize the ideas for your notes, but* ***do not copy them*** *word for word.*



**How You Will Be Evaluated:**

See page Déb3-10.

N° 3

Note :
On a fourni la version française de la liste de contrôle à titre d'exemple seulement.

## LISTE DE CONTRÔLE

En vérifiant ton travail, coche ☑ chaque partie que tu penses avoir réussi à faire.

**Contenu des messages :**
- j'ai choisi deux activités à faire. ❑ ❑
- j'ai laissé un message différent pour chaque activité. ❑ ❑
- j'ai donné l'heure et le jour de chaque activité. ❑ ❑
- j'ai indiqué le lieu de chaque activité. ❑ ❑
- j'ai nommé la personne avec qui j'allais faire chaque activité. ❑ ❑
- j'ai donné l'heure de mon retour à la maison pour chaque activité. ❑ ❑

**Culture :**
- j'ai indiqué l'heure correctement. ❑

**Précision de la langue :**
- j'ai utilisé les bons mots pour :
  - dire quelles activités je faisais. ❑ ❑
  - donner l'heure et le jour des deux activités. ❑ ❑
  - donner le lieu des deux activités. ❑ ❑
- j'ai utilisé la bonne forme des mots d'action. ❑
- j'ai utilisé le bon ordre des mots dans mes phrases. ❑
- j'ai écrit les mots correctement. ❑

**Stratégies :**
- j'ai utilisé les exemples pour préparer mes notes. ❑
- j'ai utilisé cette liste de contrôle pour m'assurer que mes notes étaient complètes. ❑

## CHECKLIST

As you look over your work, check off ☑ each part that you think you were able to do.

**Content of Messages:**
- I chose two different activities to do. ❑ ❑
- I left a different message for each activity. ❑ ❑
- I gave the time and the day for each activity. ❑ ❑
- I said where I was going for each activity. ❑ ❑
- I said who I was with for each activity. ❑ ❑
- I gave the time of my return home for each activity. ❑ ❑ /12 points

**Culture:**
- I used the correct form for writing the time. ❑ /2 points

**Language Use:**
- I used the correct words to:
  - say what two activities I was doing. ❑ ❑
  - give the time and day of the two activities. ❑ ❑
  - give the location of the two activities. ❑ ❑
- I used the correct form of the action words. ❑
- I used the right order for the words I used in my sentences. ❑
- I spelled the words correctly. ❑ /9 points

**Strategies:**
- I used the examples to prepare my notes. ❑
- I used this checklist to make sure that my notes were complete. ❑ /2 points

**Total for the Item: /25**

20 minutes

**SITUATION/CONTEXT:** It's Saturday evening and Monique has still not arrived, so you decide to do your homework. One of your assignments is to create a poster for "Safety Week." Since you've been home alone for a day and a half, you decide to use your experience to create a poster which gives young people some "do's" and "don'ts" about being home alone. You also decide to use your health/safety notes to help you prepare your poster and plan how you are going to place the advice on your poster. You also want to give your poster more "punch," so you decide to use some sentences taken from your notes to create a concluding paragraph.

**COMMUNICATIVE TASK:** Creating a health and safety poster for children in order to inform them of what they should or should not do when they are home alone.

**INSTRUCTIONS:**

1. Look at the safety poster which illustrates some safe and unsafe things to do.
2. Look at your notes "Conseils à suivre" and read through each piece of advice to determine if it applies to the poster. If it does, check if off. The first one has been done for you as an example.
3. For each piece of advice you have checked off, indicate where you are going to place it on the poster by writing the number in a circle and drawing a line to the part of the poster which refers to the advice you are giving. Number One has already been done for you on the poster.
4. Now choose **two other** situations on the poster that you can write about.
5. For each situation, write a safety or health message on the poster. You can use the notes "Conseils à suivre" to help you write your messages.
6. Write each message in a circle beside the picture and draw a line to the part of the poster which relates to the advice you are giving.
7. To finish the poster, read the four sentences found under "Pour mon paragraphe" to create your concluding paragraph.
8. Decide on a logical order for the four sentences.

*Make sure you use the correct form for giving orders/advice to someone. Spelling counts!*

cont'd . . .

9. Indicate the order of the sentences by placing the numbers from 1 to 4 at the beginning of each sentence.

**How You Will Be Evaluated:**

12 points for identifying advice which refers to the poster and correctly indicating the part of the poster it refers to /12

8 points for placing the four sentences in the conclusion in the correct order /8

1 point for making the association between at least three ideas and three pictures /1

1 point for ordering the ideas into a paragraph /1

**Total for this Section: /22**

2 points for each health/safety message given /4

4 points for correct language use /4

1 point for using the examples to create your own messages /1

1 point for taking the risk to create original messages /1

**Total for this Section: /10**

**Total for this Item: /32**

N° 4

**C'est amusant d'être seul à la maison, mais...**

BEST COPY AVAILABLE

N° 4

## Santé et Hygiène

### Conseils à suivre

*Exemple :* √ 1. Ne laisse pas les déchets sur le plancher!

2. Mange toujours bien, sinon tu peux devenir malade!

3. Ne laisse jamais les produits toxiques où les petits enfants peuvent les trouver facilement!

4. Mets toujours tes déchets dans la poubelle!

5. Ferme toujours la porte à clef quand tu es seul dans la maison!

6. Ne monte pas sur les armoires!

7. Tu dois faire attention quand tu prépares quelque chose à manger.

8. Tu ne dois jamais parler aux étrangers.

9. Si tu ne veux pas te brûler, fais attention à l'eau chaude!

Pour mon paragraphe :

Et, il est aussi important d'écouter les conseils de ses parents.

Les situations dangereuses existent partout dans notre environnement.

Un dernier conseil : quand tu es seul à la maison, sois toujours prudent!

Pour cette raison, il faut faire attention au feu, aux couteaux, aux poisons, à l'eau chaude et aux déchets.

15 minutes

**SITUATION/CONTEXT:** You've just finished your homework and Monique still has not arrived, when suddenly something goes wrong. You decide to call for help, but as everything is closed, the best you can do is leave a message on an answering machine to get some help as soon as possible.

**COMMUNICATIVE TASK:** Leaving a message on an answering machine in order to explain a problem and get some help.

**INSTRUCTIONS:**

1. Decide what kind of problem has come up, for example, the fridge stops working, the dishwasher overflows, the sink is plugged, you have a stomachache/ toothache/earache, your pet is sick or you think there is a prowler outside.

2. Decide who you will need to contact for help.

3. Before making the call, think about how you are going to say:
   - who you are,
   - who you are calling,
   - what the problem is,
   - what your telephone number and address are, and
   - when you can be reached.

*You may jot down your ideas or key words but you cannot write out your message in full and then read it.*

4. Make sure to use formal and polite language when beginning and ending the message.

5. When you are ready, record your message.

6. Listen to your message and use the checklist to make sure that it is complete.

7. If you have forgotten any information, you can call back to correct your first message.

**HOW YOU WILL BE EVALUATED:**

See page Déb3-16.

N° 5

Note :
On a fourni la version française de la liste de contrôle à titre d'exemple seulement.

## LISTE DE CONTRÔLE

En écoutant ton enregistrement, coche ☑ chaque partie que tu penses avoir réussi à faire.

**Contenu du message:**
- je me suis identifié. ❑
- j'ai indiqué qui j'appelais. ❑
- j'ai expliqué mon problème. ❑
- j'ai donné mon adresse et mon numéro de téléphone. ❑ ❑
- j'ai dit quand on pouvait me rejoindre. ❑

**Culture :**
- j'ai utilisé une salutation convenable. ❑
- j'ai utilisé un niveau de langue et de politesse convenable en m'adressant à une personne que je ne connais pas. ❑
- j'ai terminé mon message d'une façon convenable. ❑

**Précision de la langue :**
- j'ai utilisé les bons mots pour donner l'information personnelle. ❑
- j'ai utilisé les bons mots pour identifier le problème. ❑
- j'ai utilisé la bonne forme des verbes. ❑
- j'ai utilisé les mots dans le bon ordre. ❑
- j'ai bien prononcé les mots. ❑

**Stratégies :**
- j'ai utilisé cette liste de contrôle pour m'assurer que mon message était complet. ❑

OU
- j'ai utilisé cette liste de contrôle pour m'aider à corriger mon message. ❑
- j'ai pris le risque de créer un message original. ❑

## CHECKLIST

After you listen to the recording, check off ☑ each part that you think you were able to do.

**Content of Message:**
- I identified myself. ❑
- I indicated who I was calling. ❑
- I explained my problem. ❑
- I gave my address and phone number. ❑ ❑
- I said when I could be reached. ❑ /12 points

**Culture:**
- I used an appropriate greeting. ❑
- I used the appropriate and polite form of language for a person I do not know. ❑
- I ended the message in an appropriate manner. ❑ /6 points

**Language Use:**
- I used the correct words to give personal information. ❑
- I used the correct words to identify the problem. ❑
- I used the correct form of the action words (verbs). ❑
- I used the words in the right order. ❑
- I pronounced the words correctly. ❑ /8 points

**Strategies:**
- I used this checklist to make sure my message was complete. ❑

OR
- I used this checklist to help me correct my message. ❑
- I took the risk to create an original message. /2 points

**Total for the Item: /28**

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